

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

DEGREE REQUIREMENTS

The AA/OT is a program of study that community college students can follow to fulfill all their lower division general education requirements for a bachelor's degree at an Oregon University System (OUS) institution. It is an agreement between the Oregon State System of Higher Education and Oregon's community colleges to provide transfer of community college coursework to an OUS institution.

Completion of the AA/OT Degree can lead to junior standing, for registration purposes, for any student admitted to a university in the OUS (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University). The AA/OT does not necessarily meet specific institutional, departmental, or major requirements with regard to courses or grade point average. Students may transfer between 108 and 128 community college credits to four-year OUS institutions. Students should plan carefully with the four-year institution to which they plan to transfer in order to meet individual institutional requirements. Students considering transfer to private and out-of-state institutions will find the AA/OT to be excellent preparation for upper division study.

Upon enrolling at Southwestern, students need to be ready for college-level mathematics, writing and science in order to complete the AA/OT in two years. If students lack the necessary skills, Southwestern offers excellent preparatory courses and tutorial assistance to help them get on track quickly.

FOUNDATIONAL REQUIREMENTS LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.

- Demonstrate appropriate reasoning in response to complex issues.

INFORMATION LITERACY

- Formulate a problem statement.
- Determine the nature and extent of the information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, legal, and social issues surrounding the use of information.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

MATHEMATICS

- Use mathematics to solve problems.
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed and power.

DISCIPLINE STUDIES LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.
("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, MATH, COMPUTER SCIENCE

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CULTURAL LITERACY

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours and all courses must be passed with a grade of 'C' or better. Students must have a minimum cumulative GPA of 2.0 at the time the AA/OT is awarded. Complete 30 of the last 45 credits at Southwestern before the AA/OT degree is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the AA/OT Degree (see page 14). The list is available on the following pages and in the Admissions, Student First Stop Center, the Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. *Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree.*

Courses that are developmental in nature (designed to prepare students for college transfer courses) are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).



DEGREE
REQUIREMENTS

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

DEGREE
REQUIREMENTS

FOUNDATIONAL REQUIREMENTS	DISCIPLINE STUDIES REQUIREMENTS <i>Note: All courses must be completed with a grade of 'C' or better.</i> Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. Courses indicated with a * meet Cultural Literacy requirement.			ELECTIVES
WRITING (3 COURSES) WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better) <i>Note: Information Literacy is included through embedding the appropriate content and analytical activity in courses that count toward the writing Foundational Requirement.</i>	ARTS AND LETTERS Three (3) courses chosen from two or more disciplines. <i>Note: A second year foreign language may be included, but not first year.</i> ART115, 116, 117, 131, 132, 133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292	SOCIAL SCIENCES Four (4) courses chosen from two or more disciplines. ANTH101, 102, 103*, 221*, 222*, 223*, 230*, 231*, 232* CJ101 ECON201, 202 ED169, 258* GEOG105* HDFS140*, 222, 229, 247 HST101, 102, 103, 104*, 201, 202, 203, 240 PS201, 202, 203 PSY100, 201, 202, 203, 228, 231*, 237, 239, 240 SOC105, 204, 205, 206, 208*, 210*, 213*, 221, 243 WS101*	SCIENCE/MATH/COMPUTER SCIENCE Four (4) courses from at least two disciplines including at least three (3) laboratory courses in biological and/or physical science.	Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. <i>Note: All courses must be completed with a grade of 'C' or better.</i> Please see page 104 for a list of career-technical alpha prefixes offered. A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree. Three (3) credit hours of PE185 may be granted toward the AA/OT degree for completion of military basic training. A copy of the military transcript or DD-214 is required. Courses numbered 199/299 will qualify as elective credit only.
MATHEMATICS (1 COURSE) MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)	ASL201, 202, 203 ENG104, 105, 106, 107*, 108*, 109*, 201, 202, 203, 204, 205, 206 GER201, 202, 203		LABORATORY COURSES: BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234 CHEM 221, 222, 223 G201, 202, 203 GS104, 105, 106, 107, 108 PH201, 202, 203; 211, 212, 213	
SPEECH/ORAL COMMUNICATION (1 COURSE) SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better)	HUM204*, 205*, 206* J 203, 205, 215, 217 MUP105 MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205*, 206, 211, 212, 213, 261, 262, 263 PHL101, 102, 103		OTHER APPROVED COURSES: BI140, 149 BOT201 CHEM110 CS160, 161, 162, 261 ENGR111, 112, 201, 202, 203, 211, 212, 213 G146, 207, 220, 221, 246, 291 MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	
HEALTH, WELLNESS AND FITNESS (3 CREDITS) PE185 (3 courses) or One (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)	SP100, 111, 112, 217*, 218, 219, 220* SPAN201, 202, 203 WR214, 214T, 241, 242, 243			SUPPORTIVE COURSES <i>Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only.</i> CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 215, 208, HE112, LIB127, OA121, RD101, 102, 103. A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

PROGRAM NOTES

1. Community colleges may not add requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credit structure.
2. Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all of the content recommended by the Oregon Writing and English Advisory Committee (OWEAC), including a research component.
3. Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the AA/OT.
4. The "Foundational Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).
5. Computer Science courses used in the Science/Math/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (Oregon Council of Computer Chairs). Math courses listed in the Science/Math/Computer Science area must meet the outcomes and criteria for Mathematics.
6. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area.
7. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.
8. WR115 may be included in the AA/OT degree as an elective providing that the WR115 course at the community college has been approved by the Department of Community Colleges and Workforce

Development as meeting statewide learning outcomes for the course.

9. The principal advantage of the AA/OT is that it fulfills the lower-division (freshman / sophomore) General Education requirements for baccalaureate degrees at all OUS institutions. It does not necessarily meet all of the degree requirements that an OUS institution might have beyond the requirements for majors. The AA/OT guarantees that all General Education credits that a student earned will be accepted as the General Education requirements at the receiving institution.

10. In some cases, students may also be able to use AA/OT General Education courses to meet certain lower-division requirements in their intended majors. However, caution is required since the AA/OT degree was not intended for this purpose. Students who have a major in mind and also want to maximize the amount of AA/OT coursework that will count toward it, should work closely with an academic adviser and make use of the ATLAS system when designing their AA/OT degrees. For students intending to become teachers, specific recommendations on structuring their AA/OT degrees are given at: How to become an Oregon Teacher. General transfer information is available at: <http://www.ous.edu/stucoun/prospstu/transfer.php>

11. Because the amount of coursework required for an AA/OT degree corresponds to two academic years, degree recipients are considered juniors for purposes of registration at an Oregon University System institution. Students should keep in mind, however, that the AA/OT does not guarantee that two additional years will suffice to earn a baccalaureate degree, that is because the AA/OT does not give students junior-standing in their majors. Neither does it guarantee entrance into a competitive major. Students may need to take additional introductory work to prepare for certain majors and should check with an advisor regarding availability at their local community colleges. In addition, it's not uncommon for students to change their majors and find that they must go back and take introductory work in the new area.

12. Students and academic advisers should recognize that although the AA/OT provides an excellent structure for many students—particularly those who are unsure of their primary academic focus—it is not ideal for everyone. In particular, it does not articulate well with certain majors such as engineering, biological and physical sciences, and the fine and performing arts. Students contemplating these majors cannot easily accommodate their highly-specific prerequisite coursework into the AA/OT framework. In general, an AA/OT recipient who is pursuing any course of study that is credit-heavy at the major lower- division level may have to take additional lower-division coursework, specific to the major, after transfer. Students contemplating such majors should consult closely with an advisor.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) CAREER-TECHNICAL PROGRAMS

Associate of Applied Science (AAS) is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study toward a baccalaureate degree.

DEGREE
REQUIREMENTS

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this program the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

COMPUTER LITERACY

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel, and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

GRADUATION REQUIREMENTS

Complete a minimum of 90 credits of specified courses (see individual curriculum for listing) with a minimum Grade Point Average (GPA) of 2.0. However, the student must achieve at least a 'C' grade for each course in the major. The program areas may designate other courses in which the student must achieve a 'C' or better. Complete 30 of the last 45 credits at Southwestern before the AAS is awarded.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).



Industrial mechanics, 1972.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) CAREER-TECHNICAL PROGRAMS

RELATED INSTRUCTION (GENERAL EDUCATION)

Courses must be selected from the approved list of Related Instruction (General Education) courses.

HEALTH AND WELLNESS	WRITING	ORAL COMMUNICATION/ SPEECH	MATHEMATICS (COMPUTATION)	HUMAN RELATIONS	COMPUTER LITERACY
<p>Three one credit PE185 courses or one (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)</p> <p><i>Note: Three (3) credit hours of PE185 may be granted toward an Associate degree for completion of military basic training. A copy of the military transcript or DD-214 is required.</i></p> <p><i>A maximum of 6 credits of PE185 may be applied to the AAS degree.</i></p>	<p>Three (3) credit hours at a level equivalent to WR115 or higher. (Must complete with a grade of 'C' or better)</p> <p>WR115, 121, 122, 123, 214, 214T</p>	<p>Three (3) credit hours at a level equivalent to SP100 or higher. (Must complete with a grade of 'C' or better)</p> <p>SP100, 111, 112, 217, 218, 219</p>	<p>Three to four (3-4) credit hours at a level equivalent to MTH70 or higher. (Must complete with a grade of 'C' or better)</p> <p>MTH70, 80, 85, 94, 95, 97, 105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265</p>	<p>Three (3) credit hours or as specified in the AAS degree program. (Must complete with a grade of 'C' or better)</p> <p>BA285</p> <p>PSY201, 203, 100</p>	<p>Four (4) credit hours (Must complete with a grade of 'C' or better)</p> <p>CIS120 or demonstrated proficiency.</p>

COMPLETE THE ABOVE REQUIREMENTS PLUS ELECTIVES

The balance of the requirements may not be a prerequisite course to the degree/program requirements and may not include remedial or developmental courses. Prerequisites are designated in each program.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, 215, HE112, LIB127, OA121, RD101, 102, 103

Note: A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

[Home](#)[Counseling Services](#)[Career & Transfer Center](#)[Academic Advising](#)[New Student Orientation](#)[Testing Services](#)[GED Testing Calendar](#)[Student Support Services](#)[Educational Talent Search](#)[Internships](#)[Disability Student Services](#)[Home](#) > [Academic Advising](#)

Academic Advising

Academic advising provides students with advisor assignment and changes for students, schedule planning, degree information, academic and financial aid petition assistance.

Academic advisors are vital to the process of course selection and program planning. Any student who is enrolled full-time, pursuing a degree or certificate program, or receiving financial aid should have an academic advisor assigned by the Educational Support Programs Department in Stensland Hall. Academic advising for the Curry Program is available by appointment through the local offices in Brookings, Gold Beach and Port Orford.

- Advisors help students clarify the relationship between their personal goals and program of study.
- Advisors help students understand the requirements of classes and the options within programs.
- Advisors work with students to evaluate the outcome of the placement tests and determine appropriate course placement.

Southwestern's goal for advising is to assist students in the process of developing a career or education track.

Within the Educational Support Programs and Services department, the counselors offer the following academic advising services:

- Help students learn about Southwestern's programs and services
- Identify college procedures
- Obtain up-to-date information (curriculum sheets) about requirements for Southwestern Oregon Community College programs and degrees
- Plan course schedules to meet personal needs and program requirements
- Help facilitate the transfer process
- Solve scheduling difficulties or problems
- Identify ways to do well in class and feel satisfied about school

[Top of Page](#)[E-mail](#) [Printer Friendly](#)



[SWOCC Home](#) | [Maps](#) | [Calendar](#) | [Contact Us](#)

[ANGEL Login](#) | [Student Email](#) | [WebAdvisor](#)

[Home](#) | [About](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)

[Home](#)

[Academic Calendar](#)

[Academic Departments](#)

[Class Schedule](#)

[College Catalog](#)

[Course Descriptions](#)

[Degrees & Certificates](#)

[Distance Learning](#)

[Education Options](#)

[Faculty Directory](#)

[Library](#)

[Office of Instruction](#)

[Home](#) > [Academic Calendar](#)

Academic Calendar

[Faculty Academic Calendar 2011-12](#) (499 KB)

[Academic Organizational Chart](#) (23 KB)

The Academic Calendar is subject to change. Please check the Schedule of Classes each term for registration and distance learning information. For questions or updates to this page, please contact [Anna Chavez](#) in the Office of Instruction.

[Winter 2012 \(Academic Year 2011-12\)](#)

[Spring 2012 \(Academic Year 2011-12\)](#)

[FINALS SCHEDULE 2011-2012](#)

[Top of Page](#)

[E-mail](#) [Printer Friendly](#)



[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2011 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

Introduction

Southwestern's Academic Master Plan will:

- be developed with the participation of faculty and staff of the college
- identify and describe the instructional priorities of the college for the next 4-6 years
- recommend an action plan, steps for implementation, performance measures and list of resources needed for each priority
- provide a framework for decision making and resource allocation
- align with and support the college's Strategic Plan

The Academic Master Plan is intended to serve several purposes:

- To establish priority initiatives that enhance and expand instruction and student learning.
- To advance the college's work on: 1) operational initiatives that improve the college's effectiveness, and 2) transformational initiatives that help move the college in new, strategic directions.
- To align work and resources across the college with the success of students as the priority
- To provide a focus for planning in academic and student services divisions of the college.
- To provide guidance to other college areas as they develop plans that support the Academic Master Plan.
- To provide ongoing assessment, accountability, and continuous improvement measures that will guide future decisions affecting student learning at every level throughout the college.
- To provide guidance for developing the college budget.
- To support the college's core themes and mission fulfillment and meet accreditation standards.
- To help drive the college's Master Plan for facilities and resources.
- To cultivate a climate that supports and enhances diversity in teaching and learning.

Environmental Scan

The Academic Master Plan will benefit from an environmental scan which will include:

- analysis of general demographic trends in Southwestern's service area
- U.S. Census Bureau data
- current status on achievement of completion, quality and connections (to be provided by college staff)
- identification of future community needs and opportunities based on interviews, any community/business surveys , labor market information and other available data
- enrollment management information
- the college's Education Outcomes
- accreditation info
- trends in community colleges
- Oregon education trends

Tentative Timeline as of January 18, 2012

December – Team members identified and recruited

January 20th –Introduction/Purpose approved by Executive Team and sent to Brenda

January – First meeting January 25 3-5pm – Introduction to Academic Plan/Purpose of plan, Process for developing academic plan discussed, basic college information as part of environmental scan shared

February- Team discussing in divisions the purpose and options for process

March- Finalize process for developing academic plan/ share environmental scan

April – 3rd meeting environmental scan

May– 4th meeting begin identifying priorities (strategic directions for learning)

Sept in-service – Time dedicated to further discussion (Large event where draft priorities shared and ideas for action plans, implementation etc gathered)

Live Link as of February 1, 2012:

http://www.league.org/services/Academic_Planning.html

League Services

FOR INNOVATION IN THE COMMUNITY COLLEGE

HOME SEARCH SITE MAP iStream EVENTS CALENDAR LEAGUE STORE

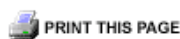
LEAGUE SERVICES HOME
MISSION OBJECTIVES
SERVICE OFFERINGS
TOPICS BY ALPHA
TOPICS BY CATEGORIES
CUSTOMERS
TESTIMONIALS
PRICING
REQUEST A SPEAKER
WHAT CLIENTS HAVE TO SAY
OUR ADVANTAGES
BE A LEAGUE CONSULTANT
CONTACT US
FAQs

ACADEMIC MASTER PLANNING

There are many ways that the development of an academic master plan can be achieved. The process selected must fit the culture and context of the institution. Two options are below. Each option may be adopted in whole or in part or elements of either process may be selected and combined.

Assumptions:

- Environmental scanning has been done as part of the college plan.
- The vision, mission, and strategic direction of the college has been decided upon in the college strategic planning process.
- The college's strategic plan will provide a framework for the academic master plan and will include some component (strategic directions or goals) that relates directly to the instructional program.
- A Task Force of managers, faculty, classified, and students, including key decision makers will be established.



PRINT THIS PAGE

Role of the Task Force:

- Consults on process and adopts process that fits the college culture
- Responsible for content of the academic master plan
- Leads elements of the process
- Analyzes and synthesizes information
- Formulates strategic directions and goals
- Develops robust communication systems for feedback
- Makes recommendations and decisions

Role of the Consultant:

- Designs process in consultation with the Task Force
- Responsible for implementation of the process
- Facilitates large scale events, if necessary. (This can also be accomplished by an internal staff person or local facilitator.)
- Debrief of events with Task Force and Chief Academic Officer
- Assistance with analysis and synthesis of work products that lead to development of academic master plan

- Facilitates Task Force

What the Academic Master Plan is . . .

- An academic master plan (Learning Plan) provides a framework for decision making and resource allocation in the instructional areas of the college.
- The academic master plan allows other units of the college to develop plans that support achievement of the Learning Plan.
- The academic master plan supports teaching and learning.
- The academic master plan is a "30,000 foot level" look that provides future directions and goals for the institution.

What the Academic Master Plan is not . . .

- The academic master plan is not a means to reduce the budget although it should set clear priorities.
- The academic master plan is not a prioritized list of instructional programs.

Option 1

With this option most or all of the work is done by the Task Force and a draft academic master plan is then disseminated to the college community for feedback. The feedback is then reviewed and changes made to the academic master plan as appropriate. The Task Force takes responsibility for the content of the academic master plan, communication of the academic master plan, and sharing with the community how the feedback has been used. Representatives of key groups may be responsible for communicating with their constituents during the development of the academic master plan.

Key Components

- Organization of the Task Force
- Understanding of the college's strategic plan
- Strengths and weaknesses of instructional programs
- Identification and review of other pertinent planning documents and inputs
- Analysis and synthesis of strengths and weaknesses and other information
- Define strategic directions based on above
- Develop high level goals
- Design communication plan

- Publish draft academic master plan
- Receive and process feedback
- Complete academic master plan (Learning Plan)

Option 2

In this option the role of the Task Force is to guide and steer the process and analyze and synthesize work done by a larger representation of the college community. The Task Force is still responsible for content but they elicit this content from a variety of activities that bring in other voices.

Key Components

- Organization of Task Force
- Understanding the college's strategic plan
- Large scale event that brings together faculty and staff (number to be determined) to participate in a series of exercises resulting in rich data that contributes to development of the academic master plan by the Task Force.
- Use of Appreciative Inquiry methodology (Dream, Discover, Design, Deliver) that focuses on what is working and what the college wants more of.
- Task Force identifies and reviews other pertinent planning documents and inputs
- Task Force analyzes and synthesizes information from large scale event and other information
- Task Force defines strategic directions based on above
- Task Force develop high level goals
- Task Force publishes draft academic master plan
- Large scale event to review and comment on academic master plan
- Task Force processes feedback
- Task Force completes academic master plan (Learning Plan)

Meetings

The number of meetings required will depend on the option selected, the level of functioning of the Task Force, and the level of agreement. Outlined, only as a guideline, are the kinds of items that can be covered during meetings. Beyond the first meeting it is very difficult to predict what will happen. The sequence of events will probably hold true but the timing (number and length of meetings) is very dependent on the Task Force itself).

Meeting 1

Setting the Stage

- Ground rules for the Task Force
- Discussion and agreement on charter for Task Force
- Discussion and agreement on design
- Identification of information needed
- Timeline for completion of work

Meeting 2 (If Option 1 is selected)

- Development of planning assumptions
- Strengths and weaknesses analysis
- Develop strategic alternatives
- Identify priority issues

Subsequent Meetings

- Develop strategic directions and goals
- Develop key result areas

Meeting 2 (If Option 2 selected)

- Development of planning assumptions
- Design large scale event (approve process, content questions, attendees, etc.)

Subsequent Meetings

- Analyze information from event
- Develop strategic alternatives
- Identify priority issues
- Develop strategic directions and goals
- Develop key result areas

A more specific plan of work with timelines and key dates is developed following preliminary decisions with and by college leaders about the process.

To find out more, email [Ed Leach](#) or call (480) 705-8200, x233.

[HOME](#) | [SEARCH](#) | [SITE MAP](#) | [iStream](#) | [LEAGUE STORE](#) | [WEBMASTER](#)

League for Innovation in the Community College

4505 East Chandler Boulevard, Suite 250 · Phoenix, Arizona 85048 · Voice: (480) 705-8200 · Fax: (480) 705-8201

Copyright © 1995 - 2011 League for Innovation in the Community College. All rights reserved.

Core Theme: Access - Planning Exhibit

Access planning includes activities to meet core theme objectives by actively pursuing beneficial partnerships, new academic programs, and auxiliary enterprises, along with new and improved facilities and infrastructure. Access planning is one of several considerations that relate to other planning processes occurring across campus. Consideration is given to how to ensure access for students and the community as aligned with the mission and core theme objectives. Planning for the access core theme involves short and long term planning as evidenced by the multiple initiatives discussed within this chapter.

The **Access** core theme was developed to support the mission to provide quality education that serves the educational and cultural needs of our students and communities. The description statement for this core theme is:

Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

This core theme has two objectives:

- A1. Access to multiple learning opportunities*
- A2. Support services for students, staff, and community*

This core theme has two associated strategic plan goals:

- Goal 1: Ensure access to diverse learning opportunities*
- Goal 2: Provide access to support services for students, staff, and the community*

This core theme has four annual priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

- 1.1: Provide student access for financial assistance to pursue their educational goals.*
- 1.2: Support diverse learning opportunities for students and the community.*
- 2.1: Implement software and other technology to support learning opportunities and services.*
- 2.2: Develop and implement initiative to increase access to services for students to increase enrollments and FTE.*

This core theme currently has seven planned accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the strategic plan goals. For academic year 2011-12, these are:

- 1.1A: Expand access to financial assistance.*
- 1.2A: Encourage the development of delivery systems that meet the needs of students in various communities.*
- 2.1A: Conduct needs assessment of services and facilities to meet ADA requirements.*
- 2.1B: Purchase and implement new or enhanced hardware/software.*
- 2.2A: Support opening new Curry Campus.*
- 2.2B: Enhance and increase access to services and programs.*
- 2.2C: Create a comprehensive enrollment process and guidelines.*

The following is a narrative of the Access Core Theme broken out by standards 3.B.1 and 3.B.2 of how we plan, deliver, and monitor our degrees, programs, courses, services, and delivery systems to address the core theme and objectives in order to meet our annual priorities and strategic plan goals. Each section illustrates the alignment of core themes and objectives with strategic plan goals and the associated 2011-12 annual priorities and planned accomplishments. Within each section, specific planning initiatives are discussed to illustrate how planning is consistent with the comprehensive planning process and is aligned with core themes and objectives in conjunction with the strategic plan, annual priorities, and planned accomplishments.

Each planning initiative is directly followed by a table that maps the initiative to the core theme objectives and the success indicators along with program and services outcomes at the institutional, reporting unit, and unit levels as appropriate. The initiative is also mapped to the associated strategic plan goal, annual priority, and planned accomplishments for 2011-12. **Prior year annual priorities and prior year planned accomplishments** are also identified when appropriate. The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.1 (contribute to objectives):

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Increase FTE (SI 1) and Enrollment (SI 2) Increase course offerings (SI 3) Improve community and student satisfaction of services (SI 4)	Annual Priorities: 1.2 and 2.2 Planned Accomplishments: 1.2A, 2.2B, and 2.2C Prior Year Planned Accomplishments: 1.3A

The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.2 and within standard 4.B.1 (aligned with and contributes to program outcomes and services outcomes):

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Reporting Unit Goals: <i>Enrollment Management:</i> Increase access to learning opportunities; quality student services Instructional Administration – Provide diverse learning activities <i>CTE:</i> Increase learning opportunities Unit Outcomes: <i>CTE programs:</i> Support program completion and student success <i>Admissions:</i> Increase access to learning opportunities <i>Student First Stop Center:</i> Provide online enrollment services	Annual Priorities: 1.2 and 2.2 Planned Accomplishments: 1.2A, 2.2B, and 2.2C Prior Year Annual Priorities: Increase FTE by 3% Prior Year Planned Accomplishments: Increase high school student college course enrollments

Academic Planning

In February 2009, Southwestern was awarded a three year, U.S. Department of Labor – Employment Training Administration (DOLETA), Community Based Job Training Grant (CBJT) in the amount of nearly \$1.2 million dollars as a result of planning processes that identified a local need for qualified workers in the manufacturing/welding industry. Access to welding training is provided by a \$400,000 mobile training lab, which includes an eight station computer lab with Solid Works software, simulators, and four live welding stations for hands-on training and career awareness demonstrations. In addition, the lab has a Virtual Motion Welding Simulator and a Robotic Welding Trainer. The Mobile Welding Lab provides onsite access to state of the art welding equipment for all of the College’s ten school districts and provides welding instructors at the high schools with on-site training. By September 30, 2011, access to this opportunity was provided to 19 instructors and 513 high school students through grant funded capacity building activities. The lab is also available for on-site contracted training for business and industry throughout Oregon. Further, the lab has been to state and county fairs, career fairs, and other related community events. The program director and Instructors have visited nearly 100 potential business and industry partners to promote the program and the mobile welding lab. Securing the CBJT grant supports and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Increase FTE (SI 1) and Enrollment (SI 2) Increase course offerings (SI 3) Improve community and student satisfaction of services (SI 4) Financial support – SENSE (SI 6) Increase work experience opportunities (SI 14)	Annual Priorities: 1.2, 2.1, and 2.2 Planned Accomplishments: 1.2A, 2.1A, 2.1B, and 2.2B

Since February of 2010, joint meetings have been held with the superintendents, principals, the College’s instructional leaders, admissions, and high school relations staff to plan appropriate course offerings on the high school campus to increase access to additional offerings for high school students. The results of these meetings have been increased offerings in the **College Now** program that provides students the opportunity to take College courses concurrently with their high school program via diverse delivery methods, including face to face, on-line, and hybrid course offerings. This program encompasses Dual Credit, Enhanced Options (where Southwestern courses are offered on the high school campus by college instructors), and Expanded Options where high school students take courses on the Southwestern campus. These relationships have resulted in over 735 high school students taking Southwestern courses while concurrently enrolled at their local high school—an increase of nearly 21% for 2010-11. Planning for additional access to meet the needs of high school students to take college classes supports and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Increase FTE (SI 1) and Enrollment (SI 2) Increase course offerings (SI 3) Improve community and student satisfaction of services (SI 4)	Annual Priorities: 1.2 and 2.2 Planned Accomplishments: 1.2A, 2.2B, and 2.2C Strategic Plan 2010-11: Annual Priority: 2.3 - Increase FTE Planned Accomplishments: 2.3b - Increase opportunities for indistrict high school students through Dual Credit, Enhanced Options, On-line and Credit Recovery.

A pilot program for assisting students who had tested into remedial level course work in math and writing was instituted in the fall of 2011. This program has consisted of four days of intensive skill building workshops in math and writing, with retesting after the workshops; the intent of the skill building was to move the students at least one course level higher. The pilot program was limited to twenty students so that progress and assistance could be managed and monitored in an effective and appropriate manner. Follow up with each of the participants has been conducted by a professional staff member in the counseling department throughout fall term of 2011 with plans to continue throughout the remainder of the academic year. The premise is that this individual attention in a cohort model will result in improved academic performance and persistence with a potentially at-risk segment of our student population. Data will be analyzed for term to term persistence and yearly retention over the next year. If results show this project to be effective, the plan is to begin discussions around how to expand the program to include more students and staff. The decision to pilot this program supports and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Increase FTE (SI 1) and Enrollment (SI 2) Improve community and student satisfaction of services (SI 4)	Annual Priorities: 1.2 and 2.2 Planned Accomplishment: 1.2A and 2.2B

Administrative Planning

The **College Foundation** has also pursued beneficial partnerships as evidenced by securing additional scholarship monies from the Miller Foundation Scholarship Program over the past three academic years, increasing access for students through financial awards. The Foundation was able to meet the scholarship program requirements for academic years 2009-10, 2010-11 and 2011-12 by planning a targeted matching funds campaign. The additional monies have resulted in an increase of \$300,000 in available scholarships over the past three years for full and part-time students seeking an associate degree or program certificate; over 300 students have benefited from the additional scholarship monies in the last three years. The focused efforts of the Foundation to raise additional scholarship funds support and contribute to:

Core Theme Objective: A1	Strategic Plan Goal: 1
Increase FTE (SI 1) and Enrollment (SI 2) Financial support – SENSE (SI 6)	Annual Priority 1.1 Planned Accomplishments: 1.1A

Facilities Planning

The opening of a new facility in Curry County to replace the current building located in Brookings took place in January 2012. This **building** allows for a full spectrum of education and training offerings including college transfer, professional-technical training, business development, adult basic education, and lifelong learning opportunities. It is expected that this facility will enable enrollments and FTE in Curry County to nearly double from just more than 200 FTE to approximately 400 FTE within the next three years by allowing for additional offerings and support services for students, staff, and the community. Unduplicated enrollment in 2010-11 was 1809 and FTE was 211. Planning for the Curry Campus was a long term goal identified when Curry County re-joined the district in 1995. The construction of a new building in Curry County increases access to diverse learning opportunities for Curry County residents. The construction of a new facilities increases access to learning opportunities by supporting and contributing to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
---	--------------------------------------

Increase FTE (SI 1) and Enrollment (SI 2) Increase course offerings (SI 3) Improve community and student satisfaction of services (SI 4)	Annual Priorities: 1.2, 2.1, and 2 Planned Accomplishments: 1.2A, 2.1A, 2.1B, and 2.2B
--	---

3.B.2

Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Administrative and educational support units/departments meet annually to identify initiatives for the upcoming year to support recruitment and retention endeavors in alignment with the enrollment management and recruiting plan. Data from the SENSE and CCSSE surveys, along with enrollment data, is used to make decisions as to where to focus the efforts of the staff and the program and services initiatives.

Academic Planning

Improving access to online allied health courses and programs have been a focus of planning over the last five years. The **Online BNA program** was developed to create a statewide systems approach to increase training capacity through a coordinated, collaborative effort to ensure student access and completion, especially in rural and underserved communities in Oregon. The goal was to have the program available to all eight rural community colleges throughout the state. The effort is coordinated through Southwestern and serves students enrolling in courses at Southwestern and at Blue Mountain Community College, Linn-Benton Community College, and Umpqua Community College. The Nursing Program has campuses in both Coquille and in Brookings, where students receive their didactic content via IPTV, broadcast live and interactive from the main campus in Coos Bay. Students engage in their clinical experiences in their local communities. Students participate in simulation learning experiences on the Coos Bay campus, interacting with faculty and classmates in the Coos Bay campus lab. This distance delivery system provides the students with opportunities to know their local community's healthcare system, facilities, and providers, and also to benefit from the knowledge and experience of the full-time SWOCC nursing faculty. The Pharmacy Technician Program is another example of a program that is available online. Assist students to complete the program near their city of residence aligns with and contributes to:

Core Theme Objective: A1	Strategic Plan Goal: 1
Reporting Unit Goals: <i>Enrollment Management:</i> Ensure support for access and to meet students expectations <i>Instructional Administration:</i> Make strategic about programming and resources <i>Integrated Technology Services:</i> Maintain technology and services to meet student needs <i>Presidential Administration:</i> Promote access to learning opportunities Unit Outcomes:	Annual Priority: 1.2 Planned Accomplishments: 1.2A

<i>Admissions:</i> Increase enrollments and FTE <i>Allied Health:</i> Gap in stated goals or planning <i>Instructional Supervision:</i> Develop delivery systems that meet the needs of students in various communities. <i>Nursing:</i> Gap in stated goals or planning	
---	--

Administrative and Technology Planning

The College has also begun the process of moving to a new Enterprise Resource Planning system, Jenzabar, an integrated system to manage student, faculty, and operational information. The decision to move to a new platform was initiated by planning within the Integrated Technology Services unit, the end-users of the management system, and the ITGC. Requests for Proposals were submitted by various service providers and were examined and vetted by all of the effected units and reporting units of the College. When fully implemented in fall 2012, this new system will provide access to enhanced services and communication for students, staff, and the community by allowing for improved processes in student financial aid, registration and records, student recruitment, admissions, advising, student life, and community outreach. Processes will also be improved in human resources along with business office functions and processes. These enhancements will be possible through the use of portals allowing students and staff to access varied information within the system from a single screen (versus multiple screens, as in the old system). The planning of the new management system is aligned with and contributes to:

Core Theme Objective: A2	Strategic Plan Goal: 2
Reporting Unit Goals: <i>Educational Support Programs and Services:</i> Provide access and services to support a diverse student population <i>Enrollment Management:</i> Ensure processes support access and timely responses <i>Instructional Administration:</i> Provide high quality service to students and staff <i>Integrated Technology Services:</i> Maintain technology to meet the needs of students, staff and community <i>Presidential Administration:</i> Support strong infrastructure Unit Outcomes: <i>Early Childhood Education:</i> Further develop online advising <i>Financial Aid:</i> Use new portals for students to access FA information <i>Instructional Services:</i> Encourage delivery systems that meet the needs of a diverse student population <i>Student First Stop:</i> Provide access to multiple transactions through individual portal <i>Student Life:</i> Create on line new student orientation programs	Annual Priority: 2.1 Planned Accomplishments: 2.1B, and 2.2B

The planning for the College Now programs (that allow upper level high school students to earn college credit) documented internal processes and resulted in the development of a new handbook for students and instructors. The College Now student handbook delineates the rights, privileges, and responsibilities for the students' new role as a Southwestern student to guide them in their entry into a college class. The instructor handbook offers guidance on Southwestern policies, processes, and procedures to ensure the delivery of an authentic college experience for the students. When the program was first initiated, the lack of formal documentation of the internal processes to enroll students, for instructors to grade students, and for the purchase of books led to delayed student registrations and late book purchases. The process was reviewed during the summer of 2011 and a new process was put into place for 2011-12 based on feedback from high school representatives, students, instructors, and internal staff responsible for processing registrations and book purchases. Planning additional access opportunities for high school students to take college classes by providing appropriate resources is aligned with and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
<p>Reporting Unit Goals: <i>Enrollment Management:</i> Increase access to student services and quality learning opportunities <i>Instructional Administration:</i> Provide quality service to students and faculty <i>Presidential Administration:</i> Promote access to learning opportunities for students and the community</p> <p>Unit Outcomes: <i>Admissions:</i> Increase enrollments and FTE <i>Allied Health:</i> Work with high schools to recruit students into Allied Health careers <i>Bookstore:</i> Implement textbook rental program <i>Criminal Justice:</i> Extend courses to high schools via enhanced options <i>Workforce Development:</i> Integrate College Now services into Career Education and Workforce Development</p>	<p>Annual Priorities: 1.2 and 2.2 Planned Accomplishments: 1.2A, 2.2B, and 2.2C</p> <p>Strategic Plan 2010-11: Annual Priority: 2.3 - Increase FTE Planned Accomplishments: 2.3b - Increase opportunities for indistrict high school students through Dual Credit, Enhanced Options, On-line and Credit Recovery.</p>

Live Link as of February 1, 2012: <http://www.socc.edu/accreditation/pgs/accreditation/report-archives/>

[SOCC Home](#) | [Maps](#) | [Calendar](#) | [Contact Us](#)

[ANGEL Login](#) | [Student Email](#) | [WebAdvisor](#)

[Home](#)

[Institutional Accreditation](#)

[Revised NWCCU Standards](#)

[Current Status](#)

[Report Archives](#)

[Home](#) > [Institutional Accreditation](#) > [Report archives](#) > Institutional Report Archives

Institutional Report Archives

Southwestern Oregon Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the submission of the Year One Report in March 2011.

Institutional Accreditation

2012 NWCCU Seven-Year Comprehensive Report - to be submitted by March 1, 2012

[Third Party Notification and Request for Comments for the Seven-Year Comprehensive March 2012 Visit](#)

[2011 NWCCU Letter of Reaffirmation - Year One Report Evaluation Response](#)

[2011 NWCCU Year One Peer Evaluation of March 2011 Year One Report](#)

[2011 NWCCU Year One Report submitted March 2011](#)

[2010 NWCCU Progress Report submitted October 2010](#)

Historical reports to the Commission are located at the bottom of this page.

NWCCU Annual Reports

[NWCCU Annual Report 2010](#)

[NWCCU Annual Report 2009](#)

[NWCCU Annual Report 2008](#)

[NWCCU Annual Report 2007](#)

[NWCCU Annual Report 2006](#)

Institutional Accreditation Historical Reports

Click to view SWOCC [Substantive Change Notifications](#) submitted to NWCCU.

[2009 NWCCU Focused Interim Report](#)

[2009 NWCCU Focused Interim Report Appendices](#)

[2007 NWCCU Fifth Year Interim Report Evaluation Team Response](#)

[2007 Addendum to NWCCU Fifth Year Report](#)

[2007 NWCCU Fifth Year Interim Report](#)

[2006 NWCCU Progress Report](#)

[2005 Progress Report](#)

[2004 Focused Interim Response](#)

[2004 Focused Interim Report](#)

[2003 Progress Report](#)

[2002 Full Scale Evaluation Commission Response](#)

[2002 Full Accreditation Evaluation](#)

[2002 Full Accreditation Evaluation - Appendices](#)

[1997 Fifth Year Response](#)

[1997 Fifth Year Interim Report](#)

[1994 Interim Visit Evaluation Response](#)

[1994 Progress Report](#)

[1992 Accreditation Evaluation Response](#)

[1992 Full Accreditation Evaluation](#)

[1987 Interim Report](#)

[1982 Evaluation Report](#)

[1982 Full Accreditation Evaluation, Part 1](#)



[Home](#) | [About Us](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)

[1982 Full Accreditation Evaluation, Part 2](#)
[1977 Interim Progress Report](#)
[1972 Evaluation Response](#)
[1972 Full Accreditation Evaluation](#)
[1968 Progress Report](#)
[1968 Progress Report Appendix](#)
[1966 Initial Application for Accreditation Evaluation Team Response](#)
[1966 Initial Application for Accreditation](#)

[Top of Page](#)



[E-mail](#)



[Printer Friendly](#)



[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2012 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

[Home](#)[Institutional Accreditation](#)[Revised NWCCU Standards](#)[Current Status](#)[Report Archives](#)[Home](#) > [Institutional Accreditation](#) > Southwestern's Institutional Accreditation

Southwestern's Institutional Accreditation

Northwest Association of Colleges and Universities NWCCU

Southwestern is accredited by the [Northwest Commission on Colleges and Universities](#), a nationally recognized regional accrediting agency by the U.S. Department of Education. It is the oldest and best known seal of high education quality.

The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the 2009 Focused Interim Visit. Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by contacting the [Accreditation Liaison Officer](#). NWCCU Accreditation status is granted as an institution; any program accreditation or approvals are granted by other agencies.

Accreditation Steering Committee

The 2010-2012 Accreditation Steering Committee is made up of staff and faculty from all employee groups. This planning body meets twice each month to collect, organize, and disseminate information to all campus departments related to Accreditation reporting. The current membership includes:

- Robin Bunnell - ALO
- Cheryl Davies
- Kat Flores
- Marcia Jensen
- Jeremy Jones
- Linda Kridelbaugh
- Renee Menkens
- Sharon Smith
- Phill Anderson
- Rachelle Summerville
- Marta Wozniak
- Diana Schab
- Kristen Crusoe
- Patty Scott
- Tom Nicholls
- Bridget Hildreth

[Accreditation Committee Meeting Schedule](#)[Accreditation Committee Minutes](#)[Accreditation FAQs Sheet](#)[Top of Page](#)[E-mail](#) [Printer Friendly](#)

[Home](#)[Institutional Accreditation](#)[Revised NWCCU Standards](#)[Current Status](#)[Report Archives](#)[Home](#) > [Institutional Accreditation](#) > Southwestern's Institutional Accreditation

Southwestern's Institutional Accreditation

Northwest Association of Colleges and Universities NWCCU

Southwestern is accredited by the [Northwest Commission on Colleges and Universities](#), a nationally recognized regional accrediting agency by the U.S. Department of Education. It is the oldest and best known seal of high education quality.

The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the 2009 Focused Interim Visit. Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by contacting the [Accreditation Liaison Officer](#). NWCCU Accreditation status is granted as an institution; any program accreditation or approvals are granted by other agencies.

Accreditation Steering Committee

The 2010-2012 Accreditation Steering Committee is made up of staff and faculty from all employee groups. This planning body meets twice each month to collect, organize, and disseminate information to all campus departments related to Accreditation reporting. The current membership includes:

- Robin Bunnell - ALO
- Cheryl Davies
- Kat Flores
- Marcia Jensen
- Jeremy Jones
- Linda Kridelbaugh
- Renee Menkens
- Sharon Smith
- Phill Anderson
- Rachelle Summerville
- Marta Wozniak
- Diana Schab
- Kristen Crusoe
- Patty Scott
- Tom Nicholls
- Bridget Hildreth

[Accreditation Committee Meeting Schedule](#)[Accreditation Committee Minutes](#)[Accreditation FAQs Sheet](#)[Top of Page](#) [E-mail](#) [Printer Friendly](#)

Live Link as of February 1, 2012:

<http://www.oregon.gov/CCWD/pdf/ACECatalog.pdf>

Oregon Community College **Adult Continuing Education** **(ACE) Catalog** *(Formerly The Catalog Of Other Reimbursable Courses)*

Revised December 2004



**COMMUNITY
COLLEGES AND
WORKFORCE
DEVELOPMENT
WORKSOURCE OREGON**

255 Capitol St. N.E., Public Service Building
Salem, Oregon 97310
(503) 378-8648
<http://www.oregon.gov/ccwd/>

Table of Contents

SECTION	PAGE
INTRODUCTION	1
ADULT CONTINUING EDUCATION (ACE) AT-A-GLANCE	2
OCCURS REPORTING	3
NEW COURSE APPLICATION: ADULT CONTINUING EDUCATION (ACE) AND DEVELOPMENTAL SKILLS	4
ELIGIBLE REIMBURSABLE COURSES DESCRIPTION.....	5
ADULT CONTINUING EDUCATION (ACE) COURSES ELIGIBLE FOR STATE FUNDING WORKFORCE COURSES	
Literacy (Basic)	6
Languages	20
Life Skills.....	24
Technology	33
General Workforce.....	36
HEALTH AND SAFETY COURSES	
Fitness (non-competitive).....	47
Health	48
Safety.....	51
RESOURCES	53

Introduction

Community college Adult Continuing Education (ACE) programs are committed to lifelong learning and the needs of adult learners by providing a wide variety of innovative, high quality, community driven, and affordable courses. They contribute to community, workforce, and economic development, and citizenship goals, and support the Oregon Benchmarks (Oregon Progress Board) for the economy, education, civic engagement, social support, and public safety. Adult continuing education programs often provide a gateway to collegiate level coursework and successful entry into the workforce.

The *Catalog of Adult Continuing Education (ACE)*, formerly known as the Catalog of Other Reimbursable Courses, encompasses a wide variety of non-credit courses in workforce development, health, and safety. The primary purpose of this catalog is to help college staff determine the reimbursability of an ACE course.

If a course is comparable to one in this catalog, the college can offer the course without requesting pre-approval from the Department of Community Colleges and Workforce Development. Adult Continuing Education (ACE) courses need to be distinguished from recreation or hobby courses. While offered by community colleges, recreation and hobby courses do not receive state funding. Recreation and hobby courses can only be offered on a cost-recovery/self-support basis.

This catalog features an ACE course “At-A-Glance” page, a description and list of eligible reimbursable courses, an explanation of the Oregon OCCURS system and ACE reporting steps, and a resource section. We hope that you find its organization and content useful.

Adult Continuing Education (ACE) Courses At-A-Glance

- ☞ **Must:**
- Support the Oregon Benchmarks (Oregon Progress Board) in the following areas: economy, education, civic engagement, social support, and public safety.
 - Be at least 6 hours on a single topic
 - Have direct instruction: dedicated faculty, structured learning experiences, and a curriculum (syllabus, course outline, etc.)
 - Be specifically designed for adults 16+ years.
 - Be Independent of professional technical or lower division curriculum.

Reimbursable ACE Courses	Non-Reimbursable Courses
<p>Eligible ACE Courses</p> <ul style="list-style-type: none"> ○ <i>Workforce-courses designed to help people succeed in the workplace</i> <ul style="list-style-type: none"> ✓ (Basic) Literacy Skills: pre collegiate skill building instruction for adults (e.g. remedial math and writing. Academic courses numbered under 100.) ✓ Languages: conversational foreign languages and American Sign Language ✓ Life Skills: courses that build personal and interpersonal, parenting, college success, and financial skills (e.g. life transitions, financial management) Doesn't include cooking ✓ Technology: instruction dealing with the use and operation of computers and software, PDAs, Geographic Information Systems (GIS) ✓ General Workforce: Anything that meets the intent, but doesn't fall into the other categories ○ <i>Health and Safety: courses that promote safety and health practices over a lifetime.</i> <ul style="list-style-type: none"> ✓ Health: fitness courses, yoga, First Aide/CPR, nutrition, and general health topics. ✓ Safety: driver education, Marine Board licensing, safe operation of power tools, safe pesticide, self-defense, beginning swimming used for water safety. <p>OCCURS Reporting</p> <ul style="list-style-type: none"> ○ Document and report all ACE reimbursable courses to CCWD using activity code 3.6. ○ If a significant number of underage students (16 years and under) are enrolled, set up two different sections: one for enrolled adults and the other for underage students. 	<p><i>(Self-supported through local & student fees)</i></p> <p>Ineligible Courses</p> <ul style="list-style-type: none"> ○ <i>Hobby:</i> courses that engage individuals in the collection of objects or in the production of works. (e.g. stamp collecting, woodworking, holiday, cooking, club-like activities). ○ <i>Recreation:</i> courses that engage individuals in a physical activity across a lifespan (e.g. river rafting) ○ <i>Non-Credit Arts</i> (e.g. photography, water color painting) ○ <i>Non Credit Sciences</i> (e.g. geology, astronomy) ○ <i>Non Credit Social Sciences</i> (e.g. history, psychology) ○ <i>Open lab, shop or gym</i> (Unstructured learning experiences) ○ <i>Physical education:</i> a sport or activity where competition is possible ○ <i>No alcohol</i> or other <i>controlled substance</i> (e.g. wine making) ○ Hunter Safety ○ <i>Home Improvement</i> to support a recreation or hobby ○ Can't be used to teach or promote <i>astrology</i>, <i>occult</i> or <i>religion</i> ○ Dance as a major portion of the instruction. ○ Alternative medicine, hypnosis ○ Advising, counseling (Doesn't have direct instruction.) <p>OCCURS Reporting</p> <ul style="list-style-type: none"> ○ Document and report all non-reimbursable courses to CCWD using activity code 5.1. ○ Course numbers and titles are local decisions.

OCCURS REPORTING

Every year the continuing education data is submitted to the Department of Community Colleges and Workforce Development and warehoused in **Oregon Community College Unified Reporting System (OCCURS)**, a collaboratively designed and maintained database relating to the 17 Oregon community colleges. Unit record student data from each of the colleges, along with course, program, financial, and other supporting data, are submitted to the central OCCURS office where the data are compiled into aggregate and summary reports. This information is exchanged with the Performance Reporting Information System (PRISM), the Oregon Department of Education's Office of Educational Improvement and Innovation Management Information System (OPTEMIS), and other statewide data systems. The purpose of OCCURS is to collaboratively define and implement a standardized database which will allow community colleges to:

- a. Provide data back to the individual community colleges for use in educational planning and improvement, conducting research on the effectiveness of community college programs, maintaining records, and providing support services.
- b. Provide comparable data for effective and timely response to state and federal reporting requirements.

For further information on OCCURS, see

<http://www.odccwd.state.or.us/textonly/occurs/default.htm>. Code eligible Adult Continuing Education (ACE) courses with the 3.6; non-eligible courses use the code 5.1. The Department of Community Colleges and Workforce Development reviews requests annually to assure course compliance.



255 Capital St. N.E., PSB
Salem, Oregon 97310

Adult Continuing Education (ACE) and Developmental Skills Courses

New Course Application

If a course is not listed in this catalog, the College may apply for ACE or Developmental Skills course approval by completing this application and returning it to the Department of Community Colleges and Workforce Development or sending an email to CCWD with all of the required elements listed in this form.

Community College: _____

Course Title: _____

Course Number: _____

Course Description: (For Developmental Skills courses attach a course outline.)

Type of Course: (Check each category.)

☐ **Adult Continuing Education (ACE)**

- ☐ Workforce:
 - ☐ Literacy
 - ☐ Languages
 - ☐ Life Skills
 - ☐ General Workforce
- ☐ Health and Fitness
- ☐ Safety

☐ **Developmental Skills**

- ☐ Adult Basic Education
- ☐ GED
- ☐ Adult High School Completion
- ☐ English as a Second Language or EL/Civics Education
- ☐ Developmental level for students who lack sufficient background to make satisfactory progress in regular courses of the institution.
- ☐ Preparation for Citizenship

Assurance:

I certify that this course meets the criteria and standards established by the State Board of Education: be primarily for adults (16 years and older), be of least 6 hours of instruction on a single topic and independent of professional technical or lower division curriculum, and have direct instruction. This course has been entered into our records as eligible for state reimbursement and will remain in effect until the course is revised, no longer offered by the institution or disqualified because it no longer meets eligibility requirements for adult continuing education or other reimbursable courses.

Chief Academic Officer

Date

This course has not been approved for the following reason/s:

Department of Community Colleges and Workforce Development Authorized Representative

Date

Eligible Reimbursable Courses Description

Statutory authority for colleges to offer this type of course is covered in ORS 341.425. Implementation requirements are set forth in Administrative Rule 581-43-300 as excerpted below and at (http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_043.html).

In 2002, additional restrictions were placed on the use of state funds to support ACE courses. Adult continuing education workforce, health and safety courses are eligible for state reimbursement. Not eligible for state funding, but can be offered on a cost-recovery/self-support basis, include: non-credit arts, sciences, and social sciences courses, open labs, shops, or gyms, physical education courses where competition is possible, courses that use alcohol or controlled substances, hunter safety courses, and courses teaching or promoting astrology, an occult or a religion. Hobby and recreation courses have never been eligible for state reimbursement; they can be offered on a cost-recovery/self-support basis.

Reimbursement is given only for courses that have at least six hours of direct instruction. An hour is defined as a 60-minute period of which no more than 10 minutes can be spent for a break or passing period. It is difficult to offer a course with more than six reimbursable hours per day. Time spent for travel or meals do not count.

Courses must be designed for adults (at least 16 years old). Colleges are not expected to track all students' ages, so if a few under-aged students enroll, they need not be deducted from the FTE count. If a significant number of underage students are enrolled in the course, submit one enrollment section for the adults and another non-reimbursable enrollment section for the underage student population.

The assignment of course numbers and titles are the responsibility of the local institution. Each eligible [for reimbursement] ACE course is organized and alphabetized within each eligible content area: Workforce: Literacy, Languages, Life Skills, Technology and General Workforce, Health, Fitness (non-competitive), and Safety.

Developmental Skills courses (ABE, GED, ESL, High School Completion, Postsecondary Remedial) are typically attached to programs.

Optional ACE Course Numbers	
Workforce	
Literacy (Basic)	0.500 – 0.599
Languages	0.600 – 0.649
Life Skills	0.650 – 0.699
Technology	0.700 – 0.749
General Workforce	0.775 – 0.849
Health and Fitness	0.850 – 0.899
Safety	0.900 – 0.999

Course numbers (0.745 – 0.774, Alpha 1-98) are not included the above optional ACE numbering system. They are eligible for state funding as Other Reimbursable Courses.

Adult Continuing Education (ACE) Courses Eligible for State Funding

WORKFORCE

Description: Non-credit Workforce courses represent the knowledge, skills and personal abilities people need to succeed in the workplace. Workforce courses are organized into five broad classifications: Literacy (Basic), Languages, Life Skills, Technology, and General Workforce.

WORKFORCE: LITERACY (BASIC)

Category	Code	Title	Description
Non-credit Workforce	LIT	Literacy (Basic)	Reading, writing, math, social science, science, learning and study skills, HS completion, English as a Second Language, GED preparation, developmental education, and citizenship.

SAMPLE LITERACY COURSES			
Code	Course No.	General Title	COURSE Description
WF	LIT 0.500	Adult Basic Skills Level I	Basic skills instruction for students with physical and learning disabilities using individualized computer-assisted instruction.
WF	LIT 0.500	Adult Basic Skills Level 1	Basic skill preparation for students at 236-257 BASIS/CASAS; Grades 9.0-12.9
WF	LIT 0.500	Adult Basic Skills Level I	Basic skill preparation for students at 220-235 BASIS/CASAS; Grades 6.0-8.9
WF	LIT 0.500	Adult Basic Skills Level I	Basic skill preparation for students at 201-220 BASIS/CASAS; Grades 2.0-5.9
WF	LIT 0.500	Adult Basic Skills Level I	Basic skill preparation presented in English and Spanish as needed to help students master concepts and skills.

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT 0.500	Adult Basic Skills Level I	Family Literacy	Family-focused and integrated program of adult, parent, and childhood education. Coursework features early childhood education, basic skills for adults, parenting support and education, and parent and child together.
WF	LIT 0.500	Adult Basic Skills Level I	JOBS Pre-beginning	Basic skill preparation for students below 200 BASIS/CASAS; Grades 0-1.9
WF	LIT 0.500	Adult Basic Skills Level I	JOBS Beginning/Intermediate	Basic skill preparation for students at 201-220 BASIS/CASAS; Grades 2.0-5.9
WF	LIT 0.500	Adult Basic Skills Level I	Literacy Tutors	Individual or small group tutoring by paid or volunteer tutors with no faculty certification.
WF	LIT 0.500	Adult Basic Skills Level I	Pre-Literacy	Basic skill preparation for students below 200 BASIS/CASAS; Grades 0-1.9
WF	LIT 0.500	Adult Basic Skills Level I	Reading	(No Description Available)
WF	LIT 0.500	Adult Basic Skills Level I	Workplace Literacy	In collaboration with employers, this course emphasizes teaching work skills to adults as well as appropriate literacy requirements that directly relate to actual jobs, particularly addressing the increased skill requirements of the changing workplace. Designed to serve adults who need to acquire basic skills in order to: help industry compete in world markets, obtain new or better employment stay employed after their industries retool with high technology qualify for career advancement upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes, improve their productivity, or acquire needed English language proficiency to compete in the workforce.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.501	Adult Basic Skills Corrections	<i>Corrections Pre-beginning</i>	<i>Basic skill preparation for students below 200 BASIS/CASAS; Grades 0-1.9</i>
WF	LIT	0.501	Adult Basic Skills Corrections	<i>Corrections Beginning/Intermediate</i>	<i>Basic skill preparation for students at 201-220 BASIS/CASAS Grades 2.0-5.9</i>
WF	LIT	0.501	Adult Basic Skills Corrections	<i>Corrections Advanced</i>	<i>Basic skill preparation for students at 220-235 BASIS/CASAS; Grades 6.0-8.9</i>
WF	LIT	0.502	Adult High School	<i>AHS Orientation</i>	<i>Introduces the student to the community college setting and to the various services and programs offered by the community college and the community. Provides a series of lectures, films, speakers, or other activities aimed at helping students adjust to the opportunities and expectations of the college high school program.</i>
WF	LIT	0.502	Adult High School	<i>Cooperative Education</i>	<i>Supervised structured education strategy integrating classroom studies with learning through productive work experiences that relate to the student's educational and career goals. Provides progressive partnership among students, educational institution, and employers that integrates School-to-Work theory and practice.</i>
WF	LIT	0.502	Adult High School	<i>Community Service</i>	<i>Supervised volunteer experience that contributes to the community as well as the student's educational and career goals</i>
WF	LIT	0.502	Adult High School	<i>Certificate of Advanced Mastery</i>	<i>Provides opportunity for students to prepare portfolio to demonstrate achievements necessary to earn a Certificate of Advanced Mastery.</i>
WF	LIT	0.502	Adult High School	<i>Certificate of Initial Mastery</i>	<i>Provides preparation for student working toward proficiency in English, mathematics, science, and social science to earn a Certificate of Initial Mastery.</i>

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.502	Adult High School	<i>Dual Credit</i>	<i>Six credits of any college level transfer courses may be transcribed as one adult high school credit.</i>
WF	LIT	0.502	Adult High School	<i>Foreign Language</i>	<i>Six credits of any college level foreign language courses may be transcribed as one adult high school credit.</i>
WF	LIT	0.502	Adult High School	<i>Life Experience Assessment Program</i>	<i>Program to provide adult high school credit with a combination assessment of documented work and life experience (e.g. The Oregon Plan) with secondary instruction.</i>
WF	LIT	0.502	Adult High School	<i>Math Lab</i>	<i>Math instruction for competency at CASAS 235</i>
WF	LIT	0.502	Adult High School	<i>Reading Lab</i>	<i>Reading instruction for competency at CASAS 235</i>
WF	LIT	0.502	Adult High School	<i>Writing Lab</i>	<i>Writing instruction for competency at CASAS Level 5</i>
WF	LIT	0.503	Adult High School: American Literature ¹	<i>American Literature</i>	<i>Introduces American literature, including fiction, poetry, and drama. Develops the ability to identify prose elements, understand the value and relevance of literature in everyday life.</i>
WF	LIT	0.504	Adult High School: Applied Math and Science ¹	<i>Applied Math & Science</i>	<i>Applied Math and General Science combined into one integrated course.</i>
WF	LIT	0.505	Adult High School: Civics ¹	<i>American Government</i>	<i>Introduces the structure, operation, and role of citizens in the national, state, and local governments. Includes a study of the U.S. Constitution.</i>

1. Basic high school and below.

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT 0.505	Adult High School: Civics ¹	City Government	Surveys local government beginning with the Doctrine of Social Contract and reviewing the major ideas that have been developed over the centuries. Focuses on the various aspects and problems of present day city government.
WF	LIT 0.505	Adult High School: Civics ¹	Constitution of the United States	Studies the U.S. Constitution, its meaning to individuals, its interpretation by the legislative, judicial and executive branches of government, and legislation as a result of constitutional interpretation.
WF	LIT 0.505	Adult High School: Civics ¹	Local Government	Reviews local institutions that affect the everyday activities of American citizens. Includes local activities that have implications at the state level and application to other communities. Reviews the development of political thinking and related governmental structures, the effects of socioeconomic change on local government, organizational units such as financed and personnel, personal and group communication
WF	LIT 0.505	Adult High School: Civics ¹	State Government	Surveys the practical operation of local, state and national political bodies with special attention given to the Oregon State Legislature-its composition, structure and processes.
WF	LIT 0.505	Adult High School: Civics ¹	U.S. Government	Surveys the operation of national political bodies including the Legislative, Judicial and Executive branches of government.
WF	LIT 0.505	Adult High School: Civics ¹	Citizenship	Surveys the history and form of government in the United States to assist the individual in the naturalization process.
WF	LIT 0.506	Adult High School: Communication ¹	Communication Skills	Improves communication skills through listening, speaking, writing, and reading. Emphasizes strategies to assess and resolve common communication problems.

1. Basic high school and below.

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT	Adult High School: Earth Sciences ¹	Earth Science	<i>Introduces the basic principles and daily applications of physics, chemistry, geology, and astronomy. Includes the relationships between science, technology, careers, and society.</i>
WF	LIT	Adult High School: Earth Science ¹	Environmental Science	<i>Develops the knowledge and skills needed to become a scientifically literate person. Examines the principles of science and ecology; and the inter-relationships of the environment, culture, and economics.</i>
WF	LIT	Adult High School: Earth Science ¹	Life Science	<i>Develops the knowledge and skills needed to become a scientifically literate person. Introduces the major scientific concepts, principles, theories, laws, and processes of biology and botany. Includes the relationships between science, technology, careers, and society.</i>
WF	LIT	Adult High School: Earth Science ¹	Physical Science	<i>Develops the knowledge and skills needed to become a scientifically literate person. Includes the relationships between physical sciences, technology, careers, and society.</i>
WF	LIT	Adult High School: Earth Science ¹	Science Basics	<i>Develops the knowledge and skills needed to become a scientifically literate person. Introduces general science principles and applications for students with little or no previous scientific understanding.</i>
WF	LIT	Adult High School: Economics ¹	Economics, Historical Comparison	<i>Surveys contemporary economics and current problems, and how those relate to historical periods.</i>
WF	LIT	Adult High School: Economics ¹	Survey of Economics	<i>Introduces events that influence the economy; includes topics such as inflation, purchasing power, taxes, balance of payments, technology, wages, deficit spending, and the cost of living.</i>

1. Basic high school and below.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.509	Adult High School: Health ¹	Health	(No description available.)
WF	LIT	0.510	Adult High School: History ¹	US History	Reviews the historical development of the United States and its significance for contemporary society.
WF	LIT	0.510	Adult High School: History ¹	World History	Reviews the historical development of the world and its significance for contemporary society.
WF	LIT	0.511	Adult High School: Geography ¹	World Geography	Examines the physical and cultural features of the planet Earth, major regions of the world, and the use of maps and atlases.
WF	LIT	0.512	Adult High School: Global Studies ¹	Global Studies	Develops an understanding and appreciation of the historical and contemporary relationships between and impacts of the geography, culture, and economics of the global society.
WF	LIT	0.512	Adult High School: Global Studies ¹	World Civilization	Introduces civilization on a global stage. Includes peoples of Africa, Asia, the Middle East, and South America.
WF	LIT	0.513	Adult High School: Mathematics ¹	Algebra 1	Develops problem-solving skills using algebraic approaches.
WF	LIT	0.513	Adult High School: Mathematics ¹	Algebra I	Surveys the mathematics dealing with formulas, signed numbers, the four fundamental operations and properties of numbers, simple equations, factors and products, algebraic fractions and fractional equations.
WF	LIT	0.513	Adult High School: Mathematics ¹	Algebra 2	Develops algebraic skills needed for college entrance.

1. Basic high school and below.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Algebra II</i>	<i>Introduces real numbers, arithmetic of radicals, odd and even indices, algebra of radicals, rational exponents, solving quadratics, simple radical equations, inequalities, Cartesian products, relations, functions, graphing inverse and opposite function, systems of linear equations, simultaneous equations and variations.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Applied Math</i>	<i>Introduces the practical uses of mathematics. Hands on projects are used to help students develop the skills needed to analyze and compute solutions using tools from general math and beginning algebra.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Consumer Math</i>	<i>General math course using applications and examples from consumer perspective.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>General Math</i>	<i>Develops ability to use and apply numbers, numeration concepts, and computation to solve problems.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Geometry</i>	<i>Develops ability to recognize and use geometric patterns, shapes, and problem solving.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Math I</i>	<i>Reviews arithmetic processes as a basis for the study of algebra. Emphasizes: systems of numeration, fundamental operation with whole numbers, common fractions and decimal fractions, measurement, ratio and proportion, factoring and founding, percent, graphs, equations and formulas, and word problems.</i>
WF	LIT	0.513	Adult High School: Mathematics ¹	<i>Math II</i>	<i>Continues Basic Mathematics I skills and includes additional work with equations and formulas as well as introductory experiences in elementary geometry and trigonometry.</i>

1. Basic high school and below.

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT 0.513	Adult High School: Mathematics ¹	Metric System	<i>Prepares the adult for using the Metric System as a standard of measurement in the United States.</i>
WF	LIT 0.513	Adult High School: Mathematics ¹	Modern Mathematics	<i>Examines modern mathematics for parents interested in understanding the basic math vocabulary and practices used in schools today.</i>
WF	LIT 0.514	Adult High School: Physical Education ¹	Physical Education	<i>Introduces strategies for lifelong physical activity, fitness, health and effective use of leisure time. Non competitive.</i>
WF	LIT 0.515	Adult High School: Psychology ¹	Psychology	<i>Introduces motivation, learning, thinking, perception, emotion, personality, mental health, animal behavior, and applied psychology. Relates concepts to practical application in everyday work and life situations.</i>
WF	LIT 0.516	Adult High School: Reading ¹	Reading	<i>This course is designed to increase reading comprehension and speed.</i>
WF	LIT 0.517	Adult High School: Sociology ¹	Sociology	<i>Introduces the study of contemporary problems evident in our culture. Relates concepts to practical application in everyday work and life situations.</i>
WF	LIT 0.518	Adult High School: Structured Work Experience ¹	Cooperative Education	<i>Supervised structured education strategy integrating classroom studies with learning through productive work experiences that relate to the student's educational and career goals. Provides progressive partnership among students, educational institution, and employers that integrates School-to-Work theory and practice.</i>
WF	LIT 0.513	Adult High School: Structured Work Experience ¹	Community Service	<i>Provides high school credit for supervised volunteer experience that contributes to the community as well as the student's educational and career goals.</i>

1. Basic high school and below.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.514	Adult High School: Writing ¹	Phonics	(No description available.)
WF	LIT	0.514	Adult High School: Writing ¹	Sentences and Short Paragraphs	Develops basic writing skills stressing grammar, punctuation, and sentence structure and paragraph development.
WF	LIT	0.514	Adult High School: Writing ¹	Sentences	(No description available.)
WF	LIT	0.514	Adult High School: Writing ¹	Spelling Improvement	Presents skills needed to improve spelling, vocabulary, and increase written communication skills.
WF	LIT	0.514	Adult High School: Writing ¹	Spelling Improvement 1	Improves spelling by concentrating on both general and individual spelling problems. Includes: Basic word attack, pronunciation, word construction, selecting homonyms and proof reading.
WF	LIT	0.514	Adult High School: Writing ¹	Writing Improvement	Diagnoses, and remedies writing deficiencies. Surveys the characteristics of the English language and emphasized writing purposes, composition, mechanical skills and spelling.
WF	LIT	0.514	Adult High School: Writing ¹	Writing Effective Paragraphs	Provides instruction in basic expository paragraph writing. Includes paragraph structure, development and sentence improvement.
WF	LIT	0.515	Adult High School Academic Level II	Composition 2 (Writing)	Develops practical writing skills including: style and argument, analytic and persuasive, creative, and inquiry based research for term papers.
WF	LIT	0.515	Adult High School Academic Level II	Poetry	Introduces poetry and develops the ability to identify and appreciate the elements, styles, and forms of poetry,

1. Basic high school and below.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LIT	0.515	Adult High School Academic Level II	Reading Skills	Applies fundamental reading skills in developing word attack, comprehension, interpretation and vocabulary. CASAS Levels 235-257.
WF	LIT	0.516	English As A Second Language	Beginning	Instruction designed for students who function in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Recognizes and writes letters and numbers, and reads and understands common sight words. Can write own name and address. Can handle only routine entry-level jobs that do not require oral communication in English. SPL 0-1
WF	LIT	0.516	English As A Second Language	Pre-Literacy	Instruction for students who function minimally, if at all, in English. Communicates only through gesture and a few isolated words or not literate in any language. Can handle very routine entry-level jobs that do not require oral or written communication in English. Employment choices are extremely limited.
WF	LIT	0.516	English As A Second Language	Beginning	Instruction designed for students who function with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Can handle routine entry-level jobs that involve only the most basic oral communication in English. SPL 2-3

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT 0.516	English As A Second Language	Advanced ESL	<i>Instruction designed for students who can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Can read and interpret non-simplified materials on everyday subjects, can interpret routine charts, graphs, and labels; can fill out medical information forms and job applications. Understand routine work-related conversations. Can handle work that involves following oral and simple written instructions, read a simple handbook for employees and interact with the public. Can perform reading and writing tasks, such as logs, reports, and forms, with reasonable accuracy to meet work needs. SPL 7+</i>
WF	LIT 0.516	English As A Second Language	Family Literacy ESL	<i>Family-focused and integrated program of adult, parent, and childhood education. Programs include four components and guiding principles: early childhood education, basic skills for adults, parenting support and education, parent and child together, integration of above components, flexible design based on community needs and resources, efficient and flexible use of resources.</i>
WF	LIT 0.516	English As A Second Language	Transition ESL	<i>Instruction designed to assist ESL students the process of transitioning from ESL to college credit courses.</i>

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT 0.516	English As A Second Language	Workplace Literacy ESL	Programs, in collaboration with employers, emphasize teaching work skills to adults as well as appropriate literacy requirements that directly relate to actual jobs, particularly addressing the increased skill requirements of the changing workplace. Designed to serve adults who need to acquire needed English language proficiency and basic skills in order to: help industry compete in world markets, obtain new or better employment, stay employed after their industries retool with high technology, qualify for career advancement upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes, improve their productivity to compete in the workforce.
WF	LIT 0.516	English As A Second Language	Citizenship	This class prepares students to take the US citizenship test- orally or written. Students should be able to read and write at ESL level C (4-5 grade), have a green card and be a U.S. resident for a minimum of 4 years.
WF	LIT 0.517	GED	GED	Basic Skill Preparation for students of correctional facilities, in English, Writing, Math, Science, Social Studies, Literature and the Arts, Life And Work Skills needed to pass the five the General Education Development tests.
WF	LIT 0.517	GED	GED Preparation	Develop the additional reading and thinking skills you'll need to succeed in all five GED test areas: Writing Skills, Social Studies, Science, Literature, and Math.
WF	LIT 0.517	GED	GED-Corrections	Basic Skill Preparation provided at corrections facilities, in English, Writing, Math, Science, Social Studies, Literature and the Arts, Life And Work Skills needed to pass the five the General Education Development tests.

Code	Course No.	General Title	Sample Course Title	COURSE Description
WF	LIT	GED	GED-JOBS	Basic Skill Preparation provided at corrections facilities, in English, Writing, Math, Science, Social Studies, Literature and the Arts, Life And Work Skills needed to pass the five the General Education Development tests.
WF	LIT	GED	Spanish Bilingual GED	Basic skill preparation for the English language GED presented in English and Spanish as needed to help students master concepts and skills.
WF	LIT	Thinking Skills	Effective Learning	Presents skills and techniques for critical thinking and problem solving. Includes following instructions, identifying and stating questions, determining relevant from relevant information, ordering data, sequencing, deductive and inductive reasoning, and analogies.
WF	LIT	Thinking Skills	Thinking Skills	Emphasizes thinking operations used in problem solving contexts and applied to any content area. Covers reasoning, sentence skills, inference, and following directions.
WF	LIT	Thinking Skills	Thinking Skills	Emphasizes thinking operations used in problem solving contexts and applied to any content area. Covers reasoning, sentence skills, inference, and following directions.
WF	LIT	Thinking Skills	Thinking Skills	Develops skills in critical thinking, logical analysis, cause and effect, planning, and problem solving.
WF	LIT	Thinking Skills	Thinking Skills	Develops skills in critical thinking, logical analysis, cause and effect, planning, and problem solving.
WF	LIT	Thinking Skills	Study Skills	Builds skills in locating, selecting, organizing and retaining information, interpreting graphs and charts, reading for a purpose, and following directions.

WORKFORCE: LANGUAGES

Category		Code	Title		Description
Non-Credit Workforce		LA	Languages		Foreign and sign languages.
Sample Language Courses					
Code	Course No.	General Title	Sample Title Course	Course Description	
WF	LA 0.600	Braille System	Visually Handicapped: Braille methods	Presents the Braille system for transcription and personal use.	
WF	LA 0.601	Foreign Language	Arabic Conversation	Introduces the beginner to approximately 500 words, including some phrases and simple sentences; emphasizes pronunciation.	
WF	LA 0.601	Foreign Language	Chinese Conversation	Introduces the beginner to approximately 500 words, including some phrases and simple sentences; emphasizes pronunciation and conversational flow of sentences and everyday phrases.	
WF	LA 0.601	Foreign Language	Danish Conversation	Introduces the beginner to approximately 500 words, including some phrases and simple sentences; emphasizes pronunciation and conversational flow of sentences and common phrases.	
WF	LA 0.601	Foreign Language	Esperanto	Reviews this auxiliary language through instruction in the basic rules, including five accented consonants, pronunciation controlled by spelling, listening, and speaking.	
WF	LA 0.601	Foreign Language	Finnish Conversation	Introduces the beginner to approximately 500 words, including some phrases and simple sentences; emphasizes pronunciation and conversational flow of sentences and common phrases.	

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LA	0.601	Foreign Language	<i>Foreign Language</i>	Six credits of any college level foreign language courses may be transcribed as one adult high school credit.
WF	LA	0.601	Foreign Language	<i>French Conversation</i>	Introduces a basic French vocabulary, phrases, and sentences through listening and reading simple printed materials. Emphasizes pronunciation, and conversational flow of sentences and common phrases.
WF	LA	0.601	Foreign Language	<i>German Conversation</i>	Introduces the beginner to a basic German 700-word vocabulary of widely used words and grammar patterns. Provides practice in response to simple written or spoken German phrases.
WF	LA	0.601	Foreign Language	<i>Greek Conversation</i>	Introduces the beginner to approximately Greek 500 words, including some phrases and simple sentences; emphasizes pronunciation.
WF	LA	0.601	Foreign Language	<i>Hebrew Conversation</i>	Introduces the beginner to a basic Hebrew 500-word vocabulary useful in asking questions, understanding directions, finding restaurants and lodging, reading necessary signs while traveling in Israel.
WF	LA	0.601	Foreign Language	<i>Italian Conversation</i>	Introduces the beginner to a basic Italian 700-word vocabulary through dialogue, pictures, and true-to-life situations; emphasizes pronunciation and conversational flow of sentences and everyday phrases.
WF	LA	0.601	Foreign Language	<i>Japanese Conversation</i>	Introduces the beginner to approximately 500 Japanese words, including some phrases and simple sentences; emphasizes pronunciation.
WF	LA	0.601	Foreign Language	<i>Korean Conversation</i>	Introduces the beginner to approximately 500 Korean words, including some phrases and simple sentences; emphasizes pronunciation.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LA	0.601	Foreign Language	Latin	Introduction and practice drills on grammar and vocabulary. Emphasizes relationships between English and Latin.
WF	LA	0.601	Foreign Language	Norwegian Conversation	Introduces the beginner to approximately 500 Norwegian words, including some phrases and simple sentences; emphasizes pronunciation.
WF	LA	0.601	Foreign Language	Portuguese Conversation	Introduces the beginner to a basic Portuguese vocabulary, phrases and sentences through listening, repetition and reading simple printed material.
WF	LA	0.601	Foreign Language	Russian Conversation	Introduces the beginner to approximately 750 Russian words, including some phrases and simple sentences; emphasizes pronunciation.
WF	LA	0.601	Foreign Language	Spanish Conversation	Introduces the beginner to approximately 500 Spanish words, including some phrases and simple sentences; emphasizes pronunciation and conversational flow of sentences and common phrases.
WF	LA	0.601	Foreign Language	Swahili	Introduces the Swahili language with emphasis on conversation.
WF	LA	0.601	Foreign Language	Swedish Conversation	Increases speaking and reading vocabulary to approximately 1000 Swedish words; emphasizes pronunciation and conversational flow of sentences and common phrases.
WF	LA	0.601	Foreign Language	Turkish Conversational Beginning	Introduces the Turkish language with emphasis on conversation.
WF	LA	0.602	Lip Reading	Lip Reading	Acquaints the deaf or hard of hearing adult with techniques used in lip reading. Includes developing confidence, increasing powers of observation, visible characteristics of the organs of speech, and practice in perceiving the spoken word.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LA	0.603	Sign Language	American Sign Language	<i>This course will help students communicate with a person who signs, but does not hear. Includes the manual communication alphabet and everyday phrases to assist in basic conversation.</i>
WF	LA	0.603	Sign Language	American Sign Language	<i>Develops hand-sign language system of manual communication using formal signs, finger spelling, pantomime gestures, facial expressions, and body movements to convey meanings. Includes a basic foundation of 500 signs.</i>
WF	LA	0.603	Sign Language	<i>Baby Signs: How to Talk with Your Baby</i>	<i>Communicate with your baby or toddler using signs long before they are able to use words. Using a variety of signs can enhance early brain development that leads to language skills and take the frustration out of the "terribly taxing twos."</i>
WF	LA	0.604	Technology for the Blind	<i>Visually Handicapped: Technology</i>	<i>Uses the Optacon (Optical to Tactile Converter), an electronic reading device for the blind, for basic instruction.</i>

WORKFORCE: LIFE SKILLS

Category	Code	Title	Description
Non-credit Workforce	LS	Life Skills	Parenting, behavior management, interpersonal relationships, life transitions and college success, financial management, and budgeting.

SAMPLE LIFE SKILLS COURSES

Code	Course No.	General Title	Sample Title Course	Course Description
WF	LS 0.650	Abusive Relationships	Abused Child	Examines the emotional and physical effects of abuse, personality characteristics of the abusive adult and assistance resources for both the adult and the child. Emphasizes the prevention of child abuse.
WF	LS 0.650	Abusive Relationships	Abused Women (Women in Crisis)	Examines early childhood influences, social factors, and individual personality dimensions that tend to lock some women in negative relationships. Specific abuse patterns, such as physical emotional and sexual will be explored. Includes strategies for change leading to control over one's own life.
WF	LS 0.650	Abusive Relationships	Abusive Relationships	(No description available.)
WF	LS 0.651	Child Development	Infants, Relationships and Learning	Students will learn about the development of infants and how to meet the child's needs as well as the needs of the total family.
WF	LS 0.651	Child Development	Preschooler and Parental Relations	Develops a greater awareness of the factors affecting the child's physical, emotional and intellectual growth. Examines the parents' role in relation to the child and analyzes their expectations in relation to the preschool child.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LS	0.652	College Orientation	Orientation to College	Assists students in adjusting to college stresses, time management, study skills and use of college resources/services.
WF	LS	0.653	College Success	College Preparation	Provides comprehensive instruction in the interrelated skills of language acquisition needed for college success: reading, writing, spelling, and vocabulary development.
WF	LS	0.654	Conflict Resolution	Conflict Resolution	Considers various ways of resolving conflict.
WF	LS	0.654	Conflict Resolution	Healthy Conflict	Learn four steps to turn anger into productive behavior at home and in the workplace. Prerequisites: a willingness to develop skills in resolving conflict; a willingness to approach this workshop with an open mind; and a willingness to relinquish the goal of proving that you are right.
WF	LS	0.654	Conflict Resolution	Verbal Self Defense	This course is designed to provide awareness and skills that can be used at home and work. Students will learn specific strategies such as body language, effective interaction, tone of voice and confrontation.
WF	LS	0.655	Death & Dying	Bereavement Workshop: Dealing with Loss	This course explores bereavement and death. Discussion of the stages of loss and methods for self-healing.
WF	LS	0.655	Death & Dying	Death and Dying: Psychological Aspects	Provides the student an opportunity to consider his or her own attitudes about death through examination of social and psychological aspects of death and dying.
WF	LS	0.656	Divorce	Divorce and Renewal	Examines the meaning of divorce; includes exploring new life styles, property settlements and child custody procedures.

Code	Course No.	General Title	Sample Title Course	Course Description
WF	LS 0.657	Elder Care	<i>Aging Issues</i>	<i>This course will help care for the elderly. Topics include: Knowing When It's Time to Act, Housing & Support Services, Normal Aging Memory Loss, e.g. Alzheimer's, Legal Issues Related to Later Life, Financial & Insurance Issues, and End of Life Services.</i>
WF	LS 0.657	Elder Care	<i>Aging</i>	<i>Explores the biological, social and cultural influences affecting the older person. Includes case descriptions, historic illustrations, clichés and stereotypes; with suggestions on how to avoid psychological, social and physical decline.</i>
WF	LS 0.657	Elder Care	<i>Assisting Aging Parents</i>	<i>Students will learn how to help aging parents through physical and emotional challenges of retirement, nursing home transitions and life, and preparing for death. Covers financial, legal, health and relationship values.</i>
WF	LS 0.657	Elder Care	<i>Better Retirement: Strategies for Success</i>	<i>Explores the juggling of roles, self-identity and ego integrity during the retirement age years.</i>
WF	LS 0.657	Elder Care	<i>Retirement and Individual Fulfillment</i>	<i>Explores six activities designed for a better life in later years. The activities are 1) Life management, 2) Setting goals, 3) Reminiscence, 4) Communication, 5) Benefits of being active, 6) Community awareness.</i>
WF	LS 0.657	Elder Care	<i>You and Your Aging Parent</i>	<i>Issues covered include your reactions to aging parents, physical health/changes, psychological problems (memory loss, depression), parent's increased dependency, finances, family roles/relationships and options for providing care.</i>
WF	LS 0.658	Family Life	<i>Family Life</i>	<i>Students will explore family life and the role of the economy, technology, government, sexuality, morality and parenting.</i>

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LS	0.658	Family Life	<i>Family Relationships</i>	Covers interpersonal relationships within the family, including family problems common to parent-child relations, family responsibilities, parental roles, communication, and handling times of stress.
WF	LS	0.658	Family Life	<i>The Blended Family</i>	The blending of families means developing new family roles, rules, expectations and boundaries. Stepparents, significant adults and children need support and understanding to form a harmonious bond.
WF	LS	0.659	Financial Planning	<i>Budget, Individual and Family</i>	The student will help students, with an annual income between \$5,000 and \$9,000, stretch their budget. Includes basic consumer economics, income tax deductions, contract buying and low cost housing.
WF	LS	0.659	Financial Planning	<i>Financial Planning</i>	Class is a comprehensive approach to developing a personal financial plan. A DFP guides you through step-by-step. Includes the role of savings, inflation, evaluating insurance, investment and its effects, planning for lump-sum withdrawals and worry-free retirement.
WF	LS	0.659	Financial Planning	<i>Financial Planning to Protect your Retirement</i>	Common concerns of retirees will be addressed, such as budgeting, working after retirement, and forecasting how long your money will last, how to best allocate your investments, whether to buy long-term care insurance, tax/estate planning, and when to take Social Security. Course does not sell or promote a product or service.
WF	LS	0.659	Financial Planning	<i>Money Management, Family</i>	This course helps students develop skills in handling family finances and in making decisions concerning immediate family financial problems: long range financial planning, family budgeting, family decision-making, consumer laws and rights, and wise purchasing.

Code	Course No.	General Title	Sample Title Course	Course Description
WF	LS 0.659	Financial Planning	Successful Money Management	Students will learn how to assess their own financial situation. Course covers will, trusts, and estate planning.
WF	LS 0.660	Foster Parenting	Foster Parent Seminar	Course covers the problems and pleasures of foster parents of foster children of any age. Topics include the roles of foster parents, the caseworker, and the child.
WF	LS 0.661	Government Processes	Budgeting, Municipal/Special Districts	This course will help students understand local government finance rules, protocol, and policy. Reviews fundamental budget processes, appropriate forms and layouts, and the Oregon Revised Statutes (ORS) regulating budget practices.
WF	LS 0.662	Interpersonal Communication	Assertiveness Training	This course presents assertive behavior techniques and their application to interpersonal situations. Analyzes reasons for feeling discomfort, ways for resisting pressures to comply, methods of accepting compliments, and provides strategies for using anger constructively.
WF	LS 0.663	Interpersonal Relationships	Achieving Success with Difficult People	This course will help students develop successful relationships with difficult bosses, co-workers, students, neighbors or family members. It will help them better understand themselves, solve people problems, and improve personal and professional productivity.
WF	LS 0.663	Interpersonal Relationships	Office Politics	Students will learn how to stay employed, get a promotion, and survive successfully in the world of work.

Code	Course No.		General Title	Sample Course Title	COURSE Description
WF	LS	0.663	Interpersonal Relationships	Resolving Daily Conflicts	Students will learn techniques to resolve conflicts, prevent new ones from taking form, and how to create conflict-resistant relationships.
WF	LS	0.664	Investments	Beginning Investments	Helps the beginner to understand investments; the up side (high returns), the down side (risks), and the effects of inflation and taxes. Includes: how and when to invest in stocks, bonds annuities, mutual funds, life insurance, IRA's, retirement plans, limited partnerships, precious metals, zero and municipal bonds. Discusses techniques to reduce taxes, protect assets, and increase net worth.
WF	LS	0.664	Investments	Investments, General	Students will explore alternative saving and investment opportunities available to the American consumer. Course emphasizes personal budgets, real estate ownership, wise use of consumer credit, credit institutions, social security, stock market, mutual funds and individual tax and estate planning.
WF	LS	0.664	Investments	Stocks and Bonds Investment	This course covers stock exchange operation, stock evaluation, bond and investment trust techniques used for investing and trading, financial data evaluation. Surveys investment publications and discusses SEC regulations.
WF	LS	0.665	Parenting	Baby Signs: How to Talk with Your Baby	This course will help parents communicate with their baby or toddler using a variety of signs can enhance early brain development that leads to language skills. (Similar course is also found in the languages section.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LS	0.665	Parenting	<i>Children and Learning Games</i>	Shows parents, teachers or aides how to make learning games for school age children. Includes methods of involving children in learning situations as they play.
WF	LS	0.665	Parenting	<i>Children and Literature</i>	Offers practical help for parents and others working with young children, in selecting literature their child's literacy development.
WF	LS	0.665	Parenting	<i>Discipline Without Punishment</i>	Learn the four basic steps of Discipline without punishment.
WF	LS	0.665	Parenting	<i>Manage Conflict and Communicate Positively With Your Teen</i>	The course will provide a coaching strategy that redefines parent roles. Parents will gain improved communication, a greater understanding, and better respect with their teen.
WF	LS	0.665	Parenting	<i>Single Parenting</i>	Students will learn strategies to improve positive parenting skills. Includes rule setting, communication skills, family problem-solving models and individual areas of concern.
WF	LS	0.665	Parenting	<i>Step Parenting</i>	This course will focus on stepparent needs: to feel adequate, accepted, and loved. Theoretical and actual situations will be explored around the physical, mental and emotional adjustment problems of step parenting.
WF	LS	0.665	Parenting	<i>Teenage Relationships</i>	This course discusses family values, teenage communication, career goals, and accepting responsibility. It explores topics as sex education, alcohol, narcotics, dating, and courtship.
WF	LS	0.665	Parenting	<i>Toddler Relationships</i>	This course introduces parents to various activities suited for toddlers under the age of 2½ years.
WF	LS	0.665	Parenting ²	<i>Toys, Children</i>	Shows parent how to purchase and make toys that are safe and suitable for children of different ages.

2. This is not a craft class.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LS	0.666	Personal Effectiveness	Personal Effectiveness	This course will help students develop a sense of personal power, effectiveness and control over life situations. Topics include developing a self-understanding with emphasis on habits, attitudes, emotional problems, and successful learning techniques.
WF	LS	0.666	Personal Effectiveness	Time Management	This course offers practical methods and techniques for anyone interested in more purposeful ways to manage their time.
WF	LS	0.667	Personal Finance	Personal Finance/Economics	This course integrates Personal Finance and Economics.
WF	LS	0.667	Personal Finance	Personal Finance	This course introduces basic skills and knowledge essential to the efficient use of individual income. Includes practical application of financial planning, credit, purchase of goods and services, and rights and responsibilities in the marketplace.
WF	LS	0.668	Problem Solving and Critical Thinking	Interpersonal Problem Solving	This course will help students assesses personal and interpersonal roles and role conflict in day-to-day living; examines emotional attitudes and reactions in situational and problem-solving circumstances. Studies human interaction through communication, conflict/cooperation, illness/well-being, and how such interaction applies to one's own behavior.
WF	LS	0.668	Problem Solving & Critical Thinking	Problem Solving	(No description available.)
WF	LS	0.668	Problem Solving & Critical Thinking	Critical Thinking: The Power of Reasoning	This course presents the power of reasoning as applied to problem solving and decision-making. Examines the strategies of persuasion and the structure of argumentation.

Code	Course No.		General Title	Sample Title Course	Course Description
WF	LS	0.669	Multicultural Perspectives	Minority Relations	<i>This course will help students communicate more effectively with persons from minority groups. Gives a broad understanding of race relations from sociological perspectives in order to develop sensitivity to race problems in the community.</i>
WF	LS	0.670	Single Living	Single Living/Economics	<i>This course provides students with the basics of living away from home: finding suitable living quarters and furniture, reliable transportation, food selection and preparation, cleaning and repair of clothing, performing household tasks, budgeting and insurance.</i>
WF	LS	0.671	Stress Management	Learning, Thinking and Conditions	<i>Geared to persons in high stress positions, this course provides students with a set of tools and de-stressing strategies. Offers insights into psychological factors and attitudes as well as methods of de-stressing that can increase ability to cope on a sustained level and during crisis time.</i>
WF	LS	0.671	Stress Management	Stress Management	<i>This course provides individuals in high stress positions with methods to reduce stress.</i>
WF	LS	0.672	Transitions	Change	<i>Students will understand the nature of the change in today's society.</i>
WF	LS	0.672	Transitions	Changing Roles	<i>Students will reviews the changing roles of men and women in such areas as parenting, sexuality, marriage, work and leisure.</i>
WF	LS	0.672	Transitions	Failing Forward	<i>Failure teaches lessons that successes alone cannot. Try "failing forward." Learn without lingering, turn setbacks into opportunities, and transform mistakes into success.</i>
WF	LS	0.673	Trusts and Wills	What Are Living Trusts?	<i>Students will learn the pros and cons of trusts and wills, and why they should avoid probate.</i>

Code	Course No.	General Title	Sample Course Title	Course Description
WF	LS 0.673	Trusts and Wills	Wills and Probate Procedures	This course offers Oregon residents instruction in preparing a will and trust documents for inheritance, tax considerations and probate procedure as governed by the law.

WORKFORCE: TECHNOLOGY

Category	Code	Title	Description
Non-credit Workforce	T	Technology	Use of computers, various software programs, keyboarding, GPS Operation, pilot ground school, PC-troubleshoot, repair & upgrade, basic programming

SAMPLE TECHNOLOGY COURSES

Code	Course No.	General Title	Sample Course Title	Course Description
WF	T 0.700	Aviation	Aviation Instrument Ground School	This course prepares the Licensed Private or Commercial Pilot for the FAA Instrument Rating written examination. Includes all areas of knowledge required for the Instrument Rating student including aircraft instrument systems, navigation aids and Federal Aviation Regulations pertinent to instrument flight.
WF	T 0.700	Aviation	Pilot's Ground School	This course details aircraft performance, navigation and meteorology in preparation for the Federal Aviation Administration written examination. This is a ground school for students not seeking a professional degree.
WF	T 0.700	Aviation	Private Pilot Mechanical Course	This course covers all aspects of required maintenance responsibility that can be performed by the owner/operator.
WF	T 0.701	Computer Applications	Computer Basics	This course helps students develops basic computer hardware and software skills necessary for school and work.

Code	Course No.		General Title	Sample Course Title	Course Description
WF	T	0.701	Computer Applications	Computer Applications	<i>The course will demonstrate specific program applications.</i>
WF	T	0.701	Computer Applications	Computer Language	<i>This course will help students develop skills in a computer language and programming with focus on home and small business applications.</i>
WF	T	0.701	Computer Applications	Computer Software Review and Evaluation	<i>This course presents basic information and examples of processes for making effective software choices.</i>
WF	T	0.701	Computer Applications	Home Computers: Selection	<i>This course examines selection of home computers available for household, personal and student use.</i>
WF	T	0.701	Computer Applications	Introduction to Microcomputers	<i>This course introduces microcomputers and their applications to individuals with little or no background in computers. Covers microcomputer hardware, software and the selection process.</i>
WF	T	0.701	Computer Applications	Web Publishing	<i>(No description available.)</i>
WF	T	0.701	Computer Applications	Online Auctions for Small Business Operators.	<i>This course will help small business owners use online auction sites such as eBay. Topics include sales and pricing strategies, effective auction ads, pricing and fees, customer service, packaging, and shipping.</i>

Code	Course No.	General Title	Sample Course Title	Course Description
WF	T 0.702	Equipment Technology ³	Community Radio Broadcasting	<i>This course introduces students to community radio broadcasting. Student will learn the philosophy and history of public radio and basic operating techniques for air room operation, including microphone, turntable and recorder use voice training, and FCC record keeping. They will also learn how to use the library and the on-air computer and be able to do music research, weather and traffic reporting and computer music library operation. Course includes classroom and hands-on training on equipment in the air room and production rooms. (This introductory class will not necessarily lead to airtime.)</i>
WF	T 0.703	Equipment Technology ³	Engine Maintenance & Repair (Two & Four Cycle)	<i>This will familiarizes the student with the operation, maintenance and minor repair of two-cycle and four-cycle gasoline engines. Provides proper procedures in making minor service adjustments and repairs on these units. Laboratory and classroom experiences gain knowledge of the theory of operation and provide an opportunity to study the component parts of these engines.</i>
WF	T 0.703	Equipment Technology ³	Fiberglass	<i>This will introduces students to resins, additives, uses, and types of fiberglass, including reinforcements and various aspects of manufacturing methods.</i>
WF	T 0.703	Equipment Technology ³	Welding	<i>Students will learn the safe use of electric arc, oxygen, acetylene and MIG welding processes for the workplace. Instruction is geared to the novice welder or person wanting to improve their welding skills to include hands-on application of welding concepts.</i>

3. Course must teach the use of equipment, technical processes, and related technologies. It cannot be set up as an open lab.

Code	Course No.	General Title	Sample Course Title	Course Description
WF	T 0.702	Mapping Technology	Global Positioning Systems	<i>Students will learn the basic features of a Global Positioning System (GPS) to correctly plot positions on maps, and from maps to your GPS. Covers GPS terminology, accuracy, and how to maintain accuracy. Intended to help those who already have a GPS use it better, and to help those who don't have one select a unit that will meet their needs.</i>
WF	T 0.703	Radio Theory and Code ⁴	Amateur Radio Theory and Code I	<i>This course covers basic electrical and electronic theory, radio circuit components, practical radio circuitry and operation as well as Federal Communication Commission (FCC) amateur regulations.</i>

4. This is not a hobby course.

WORKFORCE: GENERAL WORKFORCE

(Not Covered In The Other Classifications)

Category	Code	Title	Description
Non-Credit Workforce	GWF	General Workforce Development	Bookkeeping, small business start up & management, grant writing, supervision, marketing, leadership skill building, volunteer management, employee training, writing for profit, career exploration, tutor training, job search skills, non-credit portion of professional technical programs, customer relations, public speaking/broadcast, organizational or group development

SAMPLE GENERAL WORKFORCE COURSES

Code	Course No.	General Title	Sample Course Title	Course Description
WF	GWF 0.775	Bookkeeping & Accounting Systems	Managerial Accounting	This course emphasizes the operation of an accounting system and includes how it is used in making management decisions. Analyzes the flow of a data through the accounting system by participating in active projects.
WF	GWF 0.775	Bookkeeping & Accounting Systems	Bookkeeping	This course examines the double-entry bookkeeping system. Includes journals, ledgers, financial statements, petty cash books and special registers.
WF	GWF 0.776	Career Development	Résumé Writing	This course will help students create a polished résumé for their job-hunting and marketing strategy.
WF	GWF 0.776	Career Development	Jobs: Finding and Keeping	This course surveys techniques for marketing individual occupational skills. Includes preparing for the job search process, preparing and writing a resume, preparing for an interview, what an employer is looking for in an employee. Describes the communication and interpersonal relationship skills necessary for a positive attitude toward the job.
WF	GWF 0.776	Career Development	Writing for the Job	This course introduces basic applications and formats for writing résumés, cover letters, letters of recommendation, as well as on-the-job writing skills. Discusses résumé language, doing job research, and job search techniques.

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GWF	0.777	Career Exploration	<i>Beginning Your Career in Banking</i>	<i>This course explores career opportunities available in the world of banking. Includes how to choose a potential employer, prepare for a winning job interview, provide stellar customer service, learn the benefits of professional growth and development, explain common bank policies and terminology, and review the technology used in today's financial situations. This course is intended to provide the necessary skill sets and background training for an easy transition into an entry-level position.</i>
WF	GWF	0.777	Career Exploration	<i>Career Education</i>	<i>This course will help the student to analyze life experiences and skills, recognize the requirements of the workplace, and understand the diversity and preparations for various occupations, and make informed career decisions.</i>
WF	GWF	0.777	Career Exploration	<i>Career Exploration</i>	<i>Students will explore personal interests, aptitudes, potential and personality in terms of establishing educational-vocational goals; looks at the individual both in terms of work and career selection as an ongoing process.</i>
WF	GWF	0.777	Career Exploration	<i>In-Flight Attendant Careers</i>	<i>An overview of the various airlines; their history, hiring requirements for in-flight personnel, in-flight services and the various aircraft types.</i>
WF	GWF	0.777	Career Exploration	<i>Jobs: Finding and Keeping</i>	<i>This course surveys techniques for marketing individual occupational skills. Includes preparing for the job search process, preparing and writing a resume, preparing for an interview, what an employer is looking for in an employee. Describes the communication and interpersonal relationship skills necessary for a positive attitude toward the job.</i>

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GWF	0.777	Career Exploration	<i>Life Planning for Adults</i>	<i>This course will help students seeking new directions in their lives. It explores values, interests and abilities with professional guidance and testing; looks at realistic alternatives in terms of careers, education, volunteer work and personal creativity.</i>
WF	GWF	0.777	Career Exploration	<i>Real Estate Career Exploration</i>	<i>This course introduces the student to real estate careers and covers basic real estate terms, an introduction to real estate, history of land ownership, real estate mathematics, legal descriptions, contract law, deeds and title insurance, sources for finances, making the offer, closing costs, real estate appraising, investments in real estate, management and syndicates. Not intended to be preparatory for license examination.</i>
WF	GWF	0.777	Career Exploration	<i>World of Business</i>	<i>This course introduces the student to the role and function of business, career opportunities in corporations and self-employment. Includes required objectives for Career Education.</i>
WF	GWF	0.778	Customer Relations	Computer Relations	<i>This course is designed to improve customer service skills.</i>
WF	GWF	0.779	Education	<i>Cognitive Exercise</i>	<i>This course provides caregivers effective strategies for improving their participant's concentration, motor skills, recall, and socialization skills.</i>
WF	GWF	0.779	Education	<i>Education & Creative Activities</i>	<i>This course will explain the use of creative activity in the learning experience such as bulletin boards, simulation games, media, story telling and the art of listening and asking questions.</i>
WF	GWF	0.779	Education	<i>Education & Teaching Skills</i>	<i>This course will provide effective teaching practices including selection and organization of materials, lesson planning, the positive learning environment, and communication skills.</i>

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GFW	0.779	Education	<i>Introduction to Learning Disabilities</i>	<i>This is an overview of the field of learning disabilities, including basic terminology, descriptions of developmental and academic areas and their evaluation, brief exploration of possible teaching approaches.</i>
WF	GWF	0.779	Education	<i>Teaching and Learning Styles</i>	<i>(No description available.)</i>
WF	GFW	0.779	Education	<i>Learning Theory</i>	<i>(No description available.)</i>
WF	GFW	0.779	Education	<i>Learn To Be a Tutor</i>	<i>Students will learn step-by-step methods to teach you to become a tutor. Course is designed for volunteer tutors with little or no tutoring.</i>
WF	GFW	0.779	Education	<i>Tutoring Practices</i>	<i>This course reviews one-on-one teaching skills for subjects such as; reading, spelling, English as a Second Language, and number skills. Provides problem clinic for those already tutoring students.</i>
WF	GFW	0.779	Education	<i>Tutoring: Deaf, Hearing Impaired, and Visual Impaired Students</i>	<i>This course provides tutoring strategies for individuals who are deaf, or hearing or visually impaired.</i>
WF	GFW	0.779	Education	<i>Right Brain Theory</i>	<i>(No description available.)</i>
WF	GFW	0.779	Education	<i>Lifeguard Training</i>	<i>Course teaches students how to be a lifeguard.</i>
WF	GFW	0.779	Education	<i>Water Safety Instructor</i>	<i>Course teaches students how to teach water safety courses.</i>

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GFW	0.780	Ethics	Ethics	This course examines the fundamental concepts underlying ethics and their application to the understanding and solving of contemporary moral problems.
WF	GFW	0.781	Foster Home Care	Foster Home Provider	This is a State sponsored, required course for all foster home providers and resident managers. New owners should complete the orientation through Senior Services as prerequisite to this course.
WF	GFW	0.782	Fund Raising	Fundraising and Grant Writing*	Students will learn how to select grant opportunities and write successful grant applications. Emphasis on identification of funding sources including corporate and foundation. Learn tips on research, effective writing, format options, appropriate appendix construction, board involvement, cultivation of funding sources, grant management and reporting. Some time will be spent learning how to research grant information using library resources and the internet.
WF	GFW	0.782	Fund Raising	Proposal Writing	Students will learn how to develop and write successful proposals by preparing and evaluating proposals. Reviewing and ranking proposals also covered.
WF	GFW	0.783	Group Development	Group Development	This course examines techniques for working effectively with groups and will help the student improve their communication skills, interpersonal relationships, and group discussion.
WF	GWF	0.784	Guide Dog Training	Guide Dog Training	This course focuses on skills specifically for guide dogs for individuals with special needs. It does not include dog training/obedience for general purposes.

Code	Course No.	General Title	Sample Course Title	Course Description
WF	GWF 0.785	Leadership	<i>Leadership and Power</i>	<i>This course provides an awareness of the qualities of leadership that may be necessary for successful careers. Reviews the effects of power and leadership in the past and the influence on present society.</i>
WF	GWF 0.785	Leadership	<i>Attributes of Effective Leadership</i>	<i>Students will learn about the differences between management and leadership, leadership styles and characteristics, team building, managing conflict, communication processes, delegation, time management, and decision-making.</i>
WF	GWF 0.786	Legal Topics	<i>Affirmative Action Plan Implementation</i>	<i>This course discusses the role of management in implementing Affirmative Action policies. Students will learn how to design a successful plan.</i>
WF	GWF 0.786	Legal Topics	<i>Child with Special Needs; Rights, Responsibilities, and Resources</i>	<i>This course will cover some of the current issues and laws affecting the handicapped individual.</i>
WF	GWF 0.786	Legal Topics	<i>Child with Special Needs; Rights, Responsibilities, and Resources</i>	<i>This course will cover some of the current issues and laws affecting the handicapped individual.</i>
WF	GWF 0.786	Legal Topics	<i>Family Law</i>	<i>Students will study Oregon law as it affects all members of the family. Covers governmental regulations versus civil rights protection, domestic relations law, debtor-creditor rights, landlord-tenant law, probate, contract obligation and tort liability.</i>
WF	GWF 0.786	Legal Topics	<i>Law for School Board Members</i>	<i>Students will explore the role of the school board member, Oregon law pertaining to the school districts, the relationship of the board to the superintendent, the staff and the community, and activities concerning education finance, personnel, capital construction and legal manner. (No description available.)</i>

Code	Course No.	General Title	Sample Course Title	Course Description
WF	GWF 0.786	Legal Topics	<i>Law for the Small Business Owner</i>	<i>This course presents legal principles concerning small business operation, Workers' compensation, collections, customer banking, zoning, and IRS audits.</i>
WF	GWF 0.786	Legal Topics	<i>Legal Systems</i>	<i>This course will help students understand court and comparative judicial systems and legal issues.</i>
WF	GWF 0.786	Legal Topics	<i>Native American Law</i>	<i>This course introduces the history and basic principles of the law of Indian affairs. Provides general understanding of the unique legal status of Native Americans in the United States.</i>
WF	GWF 0.786	Legal Topics	<i>Patents for Inventors</i>	<i>This course explores the patent process for adults with original inventions.</i>
WF	GWF 0.786	Legal Topics	<i>Wills and Probate</i>	<i>(No description available.)</i>
WF	GWF 0.786	Legal Topics	<i>Workers Rights in Law and Fact</i>	<i>This course surveys worker's rights regarding union, job condition, discrimination, and occupational health.</i>
WF	GWF 0.787	Management	<i>Administrative Staffing and Employee Development</i>	<i>This course covers recruiting and selecting employees, including job analysis, advertisements, screening applications, interviewing, and checking references. Explains orientations, setting performance standards, and integrating employee into the work team. Includes overview of motivational theory, teamwork concepts, and skills in coaching for improved performance, appraisals, and disciplinary action.</i>
WF	GWF 0.787	Management	<i>Management Skills: Developing Motivation</i>	<i>This course presents methods and techniques in developing motivational skills to increase worker productivity.</i>
WF	GWF 0.787	Management	<i>Management Skills: Developing Motivation</i>	<i>This course will help students develop motivational skills necessary for increased worker productivity.</i>
WF	GWF 0.788	Marketing	<i>Sales Training for Retail Stores</i>	<i>(No description available.)</i>

Code	Course No.	General Title	Sample Course Title	Course Description
WF	GWF 0.788	Marketing	<i>Fundamentals of Branding and Marketing</i>	Students will learn branding basics and strategies and build a simple, but practical marketing action plan.
WF	GWF 0.788	Marketing	<i>Promoting Your Business</i>	Students will learn how to develop and advertising plan for the small/medium size business, including identifying audience, markets, recognizing good ads from bad, copy writing, ad design, and more!
WF	GWF 0.789	Meeting Management	<i>Parliamentary Procedures</i>	This course introduces techniques for conducting a meeting in an orderly manner through classroom practices of parliamentary rules. Emphasizes the methods of leading a group efficiently and democratically through a variety of decision steps.
WF	GWF 0.789	Meeting Management	<i>Meeting Management</i>	This course covers all aspects of meeting management from agenda to minutes to follow-up on action plans. Students will learn how to facilitate a meeting or discussion to ensure participants are involved, objectives are met, and good decisions are made.
WF	GWF 0.790	Officiating	<i>Sports Officiating</i>	(No description available.)
WF	GWF 0.791	Office Practices	<i>Office Machines</i>	Students will learn basic operations of office equipment and machines. The course is tailored to student needs.
WF	GWF 0.791	Office Practices	<i>Office Practices & Procedure</i>	This is a basic office skills course for someone who has never been employed as a support staff. It covers basic secretary/receptionist/clerk tasks and responsibilities including answering the phone, greeting clients or customers, filing, and professionalism. The course also provides strategies for students seeking employment..

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GWF	0.791	Office Practices	Briefhand	(No description available.)
WF	GWF	0.791	Office Practices	Filing Techniques	This course reviews basic filing techniques, including alphabetic rules, numeric correspondence filing, subject filing and geographic filing, procedures and terminology.
WF	GWF	0.791	Office Practices	Typing	This course introduces basic typing skills for personal use.
WF	GFW	0.792	Non Profits	Hospice Volunteer Training	This course helps volunteers communicate with and provide emotional support and assistance to terminally ill patients and their families.
WF	GWF	0.792	Non Profits	Leading Volunteers	This course will help students develop leadership skills for working with parents, children, volunteers and staff.
WF	GWF	0.792	Non Profits	Non-Profit Organizations	This course details the functions, responsibilities and authority of nonprofit public agencies and organizations and their relationship to the welfare, rehabilitation, counseling, training or financially assisting citizens within their jurisdictions. Sample agencies include: public health departments, DVR, state hospitals, Red Cross, Salvation Army.
WF	GWF	0.792	Non Profits	Publicity for Social Organizations	This course provides methods of securing publicity for organizations such as schools, clubs, churches, PTAs and social agencies. Emphasizes particular needs and interests of media such as newspapers, radio and TV. Includes practical assignments of news stories, radio spots and other publicity mediums.
WF	GFW	0.792	Non Profits	Volunteer Training	(No description available.)
WF	GFW	0.793	Publishing ⁴	Writing and Selling to Magazines and Newspapers	Students will learn how to break in as free-lance writers, find story ideas, identify markets, and improve writing style.

Code	Course No.		General Title	Sample Course Title	Course Description
WF	GWF	0.793	Publishing ⁴	<i>Writing, Feature</i>	<i>This course examines the elements of feature and article writing. Emphasizes writing styles, structure and adaptability to markets.</i>
WF	GWF	0.793	Publishing ⁴	<i>Writing, Freelance</i>	<i>This course explores today's fiction and nonfiction markets and examines critiquing methods.</i>
WF	GWF	0.793	Publishing ⁴	<i>Writing, Magazine</i>	<i>This course will help students write fiction and nonfiction magazine articles. Provides a basic framework and experience.</i>
WF	GWF	0.793	Publishing ⁴	<i>Internet Publishing</i>	<i>Students will learn a simplified approach to publishing and selling their book. Emphasizes self-publishing and sales through the internet.</i>
WF	GWF	0.794	Real Estate	<i>ABCs of Home Buying</i>	<i>This course covers the entire home buying process: from analyzing your financial situation to working with a real estate agent, securing a loan, etc. This State-certified class satisfies requirements for down payment assistance and First Time Homebuyer loan programs.</i>
WF	GWF	0.794	Real Estate	<i>Escrow Procedures in Real Properties</i>	<i>This course offers instruction in procedures and legal instruments used in conveying real properties. Stresses loan file, credit reporting, title clearances, notes and mortgages, closing statements and easement documents.</i>
WF	GWF	0.794	Real Estate	<i>Home Buyers and Builders Guide</i>	<i>This course provides students with skills and knowledge that will enable them to (1) understand the essential elements of single-family residence construction, and (2) contract their own home or make wise home purchases. Covers the step-by-step buying process, construction, and financing of houses.</i>

4. Course must teach the business aspects of publishing. They are not "how to write" (e.g. organization, styles, structures, etc.) courses.

Code	Course No.	General Title	Sample Course Title	Course Description
WF	GWF 0.794	Real Estate	<i>Real Estate for the Homeowner</i>	<i>This course examines the various financial aspects of home ownership and family financial planning. Includes finding the right home, the value of home improvements, preparing the home for resale, and the income tax preferred treatment of any net gain on the sale.</i>
WF	GWF 0.794	Real Estate	<i>Real Estate Investment</i>	<i>Students will study land investments, income property, group investing, and estate building.</i>
WF	GWF 0.795	Small Business Development	<i>How to Start Your Own Business & Succeed</i>	<i>This course details the fundamentals of organizing and managing a business.</i>
	GWF 0.796	Supervision	<i>Coaching and Confronting</i>	<i>Students will learn how to coach their employees and peers. Attendees learn how to bring the best out in their employees and peers.</i>
WF	GWF 0.796	Supervision	<i>The Encouraging Manager</i>	<i>This course will give managers strategies for allowing and encouraging people to do their best. To do that, you need to inform employees, you need to recognize contributions, and you need to help them feel and act empowered. Learn key concepts for being an Encouraging Manager and how to apply them.</i>
WF	GWF 0.797	Tax Preparation	<i>Tax Analysis</i>	<i>Acquaints students with the needs, uses, and applications of the tax dollars. Reviews different taxation bases, the income tax structure, real and personal property taxation and Workmen's Compensation.</i>
WF	GWF 0.797	Tax Preparation	<i>Tax Preparation</i>	<i>This course will introduce basic federal and state tax rules and law. Includes procedures for completing personal tax reports, planning tax saving deductions, record keeping and financial management.</i>

HEALTH AND FITNESS

Description: Non-credit health courses focus on the knowledge and skills that promote healthy lifestyles over a lifetime.

Category	Code	Title	Course Description
Non-credit Fitness	HF	Fitness	Non-competitive physical fitness (aerobics, yoga), survival swimming skills
Non-credit Health	HF	Health	First Aid/CPR, health topics (osteoporosis prevention, diabetes education), anger management, and nutrition

SAMPLE HEALTH COURSES

Code	Course No.	General Title	Sample Course Title	Course Description
HF	F 0.850	Fitness	<i>Fitness</i>	With a focus on functional fitness, this course helps students improve flexibility, mobility, balance and cardiovascular strength in this full body.
HF	F 0.850	Fitness	<i>Fitness in Retirement</i>	This course covers dietary information, living patterns and physical exercise designed for increasing muscle tones and cardiovascular and respiratory endurance. Promotes a new mental attitude and self-image by maintaining physical health.
HF	F 0.850	Fitness	<i>Innergystics</i>	Innergystics combines resistance and isolation methods for your body, and mental focus techniques for your mind with the power of breath control.

Code	Course No.		General Title	Sample Course Title	Course Description
HF	F	0.850	Fitness	<i>Pilates</i>	<i>This contemporary method of training pioneered by Joseph H. Pilates, integrates the mind and body to work together as one unit. The emphasis is on breathing and core body strength, allowing participants the opportunity to develop strength and flexibility along with improving posture and alignment.</i>
HF	F	0.850	Fitness	<i>Structural Reprogramming</i>	<i>Students will improve body alignment and posture, restore mobility, reduce neck and back pain, and pain from bunions, scoliosis, sciatica and accidents. Increases strength and flexibility by working with gravity.</i>
HF	F	0.850	Fitness	<i>Tai Chi</i>	<i>Tai Chi is the moving form of yoga or meditation. It is a meditative exercise for the body and fosters a calm and tranquil mind. This is a health and fitness course.</i>
HF	F	0.850	Fitness	<i>Yoga for Fitness</i>	<i>Yoga improves balance, flexibility and strength through yoga poses accompanied by focused breathing and relaxation.</i>
HF	H	0.851	Controlled Substances	<i>Drug Awareness</i>	<i>The course surveys the use and abuse of drugs in our society for interested parents.</i>
HF	H	0.851	Controlled Substances	<i>Smoking Control Techniques</i>	<i>(No description available.)</i>
HF	H	0.852	First Aid/CPR	<i>Athletic Injuries: Prevention, Diagnosis, & Rehab.</i>	<i>This course presents functional knowledge of the prevention, diagnosis and rehabilitation of athletic injuries. Information is for coaches and individuals active in fitness activities.</i>
HF	H	0.852	First Aid/CPR	<i>CPR</i>	<i>This course teaches basic cardiopulmonary resuscitation skills in life-threatening situations until advanced medical personnel arrive.</i>
HF	H	0.853	Nutrition	<i>Nutrition</i>	<i>This course emphasizes good nutrition for health, using a variety of foods and recognizing food fads and quackery.</i>

Code	Course No.		General Title	Sample Course Title	Course Description
HF	H	0.853	Nutrition	<i>Nutrition: Infancy and Childhood</i>	<i>A workshop at which participants may ask specific questions about nutritional needs of infants and children. Lectures will cover basic nutritional needs, energy and energy-producing nutrients, development of food patterns in young children, the role of vitamins and minerals and the use of supplements and current dietary practices.</i>
HF	H	0.853	Nutrition	<i>Wheat Free Diet</i>	<i>Students will explore ways to accommodate special dietary needs or manage diseases associated with dietary intolerance and live a healthy lifestyle. Learn to purchase substitute products and prepare attractive and appealing meals and snacks.</i>

SAFETY

Description: Non-credit Safety courses focus on the knowledge and skills that promote safe practices over a lifetime.

Category	Code	Title	Description
Non-credit Safety	S	Safety	Driver training (motorcycle safety, 55 Alive), Marine Board license preparation, , survival swimming skills, safety topics (disaster preparedness or response, safe operation of power tools, safe pesticide use), and self-defense.

Sample Safety Courses

Code	Course No.	General Title	Sample Course Title	Course Description
S	S 0.900	Drivers Education, Adult Automobile	ODOT Certified Driver Examination	<i>Explore the latest in safe driver training in new and innovative ways with professional driving instructors. The Driver Education program includes 30 hours of classroom time, six hours of behind-the-wheel experience and six hours of in-car observation. The course provides A-Z coverage of safe driving techniques, etiquette, and preparedness. Upon successful completion, students will receive a certificate for submission to the DMV office at time of licensure and for insurance discounts. Be prepared to select your behind-the-wheel time on the first day of class. Have your valid Oregon driver's permit. Attendance is mandatory.</i>
S	S 0.901	Drivers Education, Motorcycle	Motorcycle Rider Better Biking	<i>Introduces the novice motorcycle operator to safe and effective riding skills. Emphasizes basic street riding skills, defensive driving techniques and safety. Crash avoidance and improved braking, evasive maneuvering and turning. Combines classroom study with practice on the motorcycle range.</i>

Code	Course No.	General Title	Sample Course Title	Course Description
S	S 0.902	Drivers Education, Adult	<i>Driver and Traffic Safety Education</i>	<i>Introduces the beginner to driving skills; sharpens driving skills for he experienced driver. Emphasizes the driver's responsibility for the same, courteous operation of the vehicle as well as the improvement of driving skills, attitude and habits.</i>
S	S 0.902	Drivers Education, Adult	<i>Defensive Driving</i>	<i>Reviews traffic accident avoidance techniques and stresses defensive driving measures to avoid collisions. This is the standard eight-hour National Safety Council Defensive Driving Course supplemented with two hours of related material.</i>
S	S 0.903	Equipment and Tools	<i>Power Tool Safety</i>	<i>Demonstrates the skills and technical knowledge required to operate a variety of shop tools; e.g., bench lathe, drill press, grinder, milling machine, power hacksaw and metal band saw.</i>
S	S 0.904	Survival	<i>Emergency Survival</i>	<i>Techniques for surviving a variety of emergency situations including extreme weather conditions.</i>
S	S 0.905	Marine Safety	<i>Boating Safety/U.S.P.S. Basic Boating</i>	<i>Focuses on safety. This is not a recreation course.</i>

RESOURCES

For more information, contact: Susan Boyanovsky, Instructional Programs Specialist, Oregon Department of Community Colleges and Workforce Development, 255 Capitol St. N.E., Salem, Oregon 97355, Phone: (503) 378-8648, ext. 286 Fax: 503-378-3365, Email: susan.j.boyanovsky@state.or.us

Oregon Administrative Rules and Revised Statutes Go to this link <http://www.odccwd.state.or.us/policies/default.htm>

Definitions: OAR 586-006-0050 Hobby (23) Recreation (43)

Approval Authority for Other Education Courses OAR 589-006-400

Web Sites:

- The Oregon Community Education Association, <http://www.ocea-or.org/>
- National Community Education Association, <http://www.ncea.com/>
- The National Council for Continuing Education and Training, an affiliate of Council of the American Association of Community Colleges (AACCC), <http://www.nccet.org/>
- The Oregon Progress Board, <http://egov.oregon.gov/DAS/OPB/obm.shtml>

[Maps](#) | [Calendar](#) | [Contact Us](#) [Home](#) | [About](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)[Home](#)[Admin Policies](#)[Admin Forms](#)[Archiving](#)[Campus Evacuation Maps](#)[Campus Safety/Crime Stats](#)[Campus Security](#)[Early Return to work](#)[Emergency Procedures](#)[On the Job Injuries](#)[Policy Council](#)[Procurement](#)[Safety](#)[Support Services](#)[Home](#) > [Admin Policies](#) > [Section 1: Foundation and Basic Commitments](#)

Section 1: Foundation and Basic Commitments

[ADA Compliance 1.006C](#)[College District Team Name Seal & Colors 1.000](#)[EEO for Persons with Disabilities 1.006D](#)[EEO for Veterans 1.006E](#)[EEO Philosophy & Procedure Statement 1.006](#)[Equal Education Opportunity 1.006A](#)[Equal Education Opportunity 1.006B](#)[Harassment 1.006F](#)[Long Range Planning 1.004](#)[Top of Page](#) [E-mail](#) [Printer Friendly](#)[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2011 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)


[Maps](#) | [Calendar](#) | [Contact Us](#)

[Home](#) | [About](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)
[Home](#)
[Admin Policies](#)
[Admin Forms](#)
[Archiving](#)
[Campus Evacuation Maps](#)
[Campus Safety/Crime Stats](#)
[Campus Security](#)
[Early Return to work](#)
[Emergency Procedures](#)
[On the Job Injuries](#)
[Policy Council](#)
[Procurement](#)
[Safety](#)
[Support Services](#)
[Home](#) > [Admin Policies](#) > Administrative Policies Manual - Index

Administrative Policies Manual - Index

Violations of College Policies may result in disciplinary action, up to and including discharge from Southwestern Oregon Community College.

Index A - Z

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

Manual Index

[Section 1: Foundation and Basic Commitments](#)

[Section 2: Board Governance and Operations](#)

[Section 3: Fiscal Management](#)

[Section 4: Support Services](#)

[Section 5: Facilities Development](#)

[Section 6: Personnel](#)

[Section 7: Negotiations](#)

[Section 8: Instructional Services](#)

[Section 9: Students](#)

[Top of Page](#)
[E-mail](#)
[Printer Friendly](#)

[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2011 Southwestern Oregon Community College • All rights reserved.
 1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
 Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

PURCHASING

The value of a clear purchasing review and approval process that is consistently enforced includes:

- Adherence to institution review and approval rules as well as budgets
- Timely recordation of College commitments through the use of encumbrances
- All purchases will be made with requisitions unless it is a pre-approved situation

The general approval process is as follows:

1. End-users wanting to make a purchase must create a requisition after verifying budget availability using WebAdvisor or Datatel.
2. The requisition will be fully completed. For specific details, see individual processes (i.e. Standard Requisitions, Travel Requests, Credit Card Requisitions, etc.) If purchase is not addressed in processes, please contact Business Services. All requisitions must include the following detailed information:
 - a. Detailed description of items
 - i. Item number listed if available
 - b. Delivery or pickup information
 - i. Initiator will purchase and pick item up at vendor
 - ii. Order will be delivered
 - c. Payment method
 - i. Credit card or check
 - d. Initiator is required to give detailed instructions on what he/she requires from Business Services:
 - i. Vendor will need the original purchase order mailed
 - ii. Business Services needs to fax the purchase order once printed
 - iii. Business Services does NOT have to forward copy of the purchase order to the vendors
 - e. Inventory Tag
 - i. General Fund funded
 - ii. Grant funded
3. The College's rules of procurement must be followed and includes but are not limited to the following:
 - a. If the requisition is under \$5,000, three competitive quotes are not required if not feasible
 - b. If the requisition is \$5,000-\$74,999, three competitive quotes must be obtained
 - c. If the requisition is \$75,000 or higher, a formal solicitation must occur and Invitations to Bid and Requests for Proposal must be acquired

4. The Accounting Technician will be the first check point for verifying that a requisition is charged to appropriate account numbers and budget availability. Depending on the units being charged he/she will then forward it to either:

VP of Administrative Services
VP of Instruction
Executive Director of ITS
Interim President and/or Dean of Students

5. These four will be able to give final approval on requisitions up to \$10,000. Requisitions in excess of \$10,000 will require Presidential approval as well. Those in excess of \$25,000 will require Board approval; the department head or supervisor will create the required resolution. Once approved that person is responsible for forwarding a copy of the approved resolution to Accounts Payable and entering in the requisition through WebAdvisor.

Once all approvals are received, requisition will be finalized and amount will be reflected in WebAdvisor. Accounts Payable will create the purchase orders in Colleague at which time the funds will be encumbered against the budget. Switchboard will handle distribution, mailing and faxing of purchase orders as required.

If items are delivered to Mail Services, items will be received individually and tagged, if applicable, by Mail Services. For orders that have multiple small items, the initiator is responsible for receiving even if items were delivered to Mail Services. When items are received or picked up by the initiator, he/she is required to notify Business Services or accept them through WebAdvisor so payment may be made. If an invoice and/or packing slip are received, they must be immediately forwarded to Business Services.

Two exceptions to the work flow outlined above have been identified:

- 1) For Athletics requests, the Athletic Director is an approver of the requisition.
- 2) For Clubs, the Coordinator of Student Life is the first check point. He/she will be the person to submit the request to Business Services.

Travel requests will require the interim use of the existing travel request document and will follow the same approval process. More information on how the travel expenses will be paid is required including registration and hotel payment method.

TIMELY PROCESSING OF FINANCIAL DATA BY COLLEGE STAFF

The procedures outlined above will allow the College to have a clearer picture of its commitments to its vendors and its budget position. The following timeframes apply to other financial information:

- Settlement of travel reimbursements and other personal reimbursements – within 15 days of conclusion of travel or other event
- Submission of monthly travel expense reports – within 5 days after the conclusion of month
- Turnaround of invoices received directly from vendors or from Business Services – 5 days
- Submission of credit card receipts – 15 days following expenditure

DEPARTMENT SUBMISSION CHANGES

- Daily processing of invoices by departments is mandatory
- Departments responsible for monthly cost allocations of Motor Pool, Bookstore, Print Shop and/or postage charges will be responsible for submitting charge reports to Business Services within 5 business days after the conclusion of a month.
- If grant year-end reporting requires shorter processing time, Grant Manager is responsible for timely submission

Approved: May20, 2009

RULES AND PROCEDURES FOR PURCHASING AND PUBLIC CONTRACTING

It is the Administrative procedure of the Southwestern Oregon Community College District that the College adopts the *Community College Rules of Procurement* effective February 28, 2005.

Adopted by Board of Education:

Procedure #3.003 June 26, 1995

Changed to Administrative Procedure January 22, 1996

Revised February 28, 2005

PROCEDURE # 3.008

GIFTS, DONATIONS, AND SOLICITATION OF FUNDS

It is the Administrative procedure of the Southwestern Oregon Community College District to:

1. Accept cash donations up to \$15,000 with the approval of the president and with notification to the Board and to accept cash donations in excess of \$15,000 or more with Board of Education approval.
2. Have the foundation accept all non-cash donations except for consumable supplies and materials that will be used directly in instructional programs.
3. Allow cash solicitations up to \$15,000 for the benefit of the College with the president's approval and in excess of \$15,000 or more with prior approval of the College Board.
4. Deposit, except for Title IV funds, student aid for scholarships, loans, and grant-in-aid with the Southwestern Oregon Community College Foundation, Inc. The funds shall be administrated in accordance with Financial Aid, the Business Office and the Financial Aid Committee procedures.

Adopted by Board of Education:
~~Revised June 28, 1986~~
Changed to Administrative Procedure January 22, 1996

Southwestern Oregon Community College

Administrative Positions

Name		Position	Degree and Credential	Discipline
Last	First			
Amaral	Christopher	Putting Education to Work Project Director	M.A., B.A., A.A	Physical Education, Biology, Liberal Arts
Anderson	Phill	Interim V.P. of Instruction	M.S., BA , A.A	English
Ball	Dean	Tecnhology Support Supervisor	A.A.S	Network Dsgin and Administration
Barber	Kathleen	Even Start Coordinator/Family Liaison	A.A.S.	Early Childhood Education
Benoit	Michelle	SSS Retention Specialist	B.A. , M.S.	French, Education
Birskovich	Daniel	Family Center Coordinator/Ece Practicum Instructor	B.S., B.S.	Sociology, Elementary Education
Blake	Kathy	Talent Search Interim Assistant Director	B.S., A.A.S.	Liberal Studies, Human Services
Boak	Marjorie	Education Talent Search Specialist	B.S.S.	Corrections
Brown	Sharilyn	Education Talent Search/Upward Bound Director	M.S., B.S., A.A	Social and Behaviorial Science, Human Services
Bunnell	Robin	Institutional Researcher	MBA, B.A.	Business, Political Science
Chavez	Anna	Administrative Assistant to VP of Instruction	Certificate	Health Services/EMT
Chilson	James	Programmer/Training Specialist	M.S., B.S.	Computer Science, Mathematics and Comp. Science
Clements	Deanne	Book Store Manager	MBA	Management
Coles	Christine	Retired Senior Volunteer Program Director	M.S.	Political Science
Cook	Jamie	OCCI Recruiting, Advising & Retention Specialist	B.S., A.A.O.T	Public Policy and Admin., Human Services
Corriea	Megan	Recreation Center Supervisor/Softball Coach	B.S., A.A	Kinesiology, Physical Education
Croy	Kyle	Resident Hall Director	B.S., A.A.O.T	Communication, Liberal Arts and Science
Davidson	Patricia	Web System Administrator	Certificate	Website Fundamentals and IWA Web Technologies
Davila	Delia	Resident Hall Director	B.A.	Government/Spanish
Finney	John	Upward Bound Education Specialist	M.Ed., B.A., A.A.	Soc. Studies, Integrated Social Studies, Childhood Education
Fisher	Mary Jane	Coos County Library Services Extended Service Director	A.A.	Liberal Arts
FitzHenry	Leigh	Accounting Technician	A.A.S.	Business Management
Fletcher-Gordon	Lisa	Compensation/Benefits Coordinator		
Flores	Katherine	Executive Director Integrated Technology Services	Certificates / Certified	HP Systems, IBM Programming, Design, and Supervision
Foltz	Chris	Executive Chef of Dining Services	Associates Degree	Applied Science Pro cooking and baking
Friesen	Cari	Associate System Information Specialist	A.A., B.S., CCNA	Information Technology
Gerisch	Carl	Associate System Information Specialist/Supervisor	A.S.	Math and Science
Gill	Grant	Educational Talent Search Specialist Part Time	B.A., A.S.	English, Business Management
Hanlin	Shawn	Executive Director of Oregon Coast Culinary Institute	A.S. Certificate	Culinary Arts
Harvey	Jodi	Curry Advisor/Student Services Coordinator	MA, BA	Secondary & Post Secondary School Counseling/Personnel Administration, Psychology
Helland	Karen	Community Education and Workforce Development Director	M.A., B.A.	Human Development, Sociology/Anthropology
Helland	Nathan	In District High School Relations Coordinator	B.A.	Liberal Studies
Herbert	Michael	Athletic Director	PhD, MS. BS	Physical Education and Recreation - minor Educational Psychology, Kinesiology and Teaching & Coaching
Inman	Michael	Putting Education to Work Training Coordinator		
James	Margallee	Career Pathways/Perkins Coordinator	B.S.	Secondary Education
Jones	Jeremy	Assistant Director of Student Housing	M.E., B.A	College Student Affairs, Liberal Studies
Kridelbaugh	Linda	Vice President of Administrative Services	MS , BS	Computer Science, Mathematics
Kubli	Howard	Educational Talent Search Specialist	B.S., A.A.	Secondary Education, General

Name		Position	Degree and Credential	Discipline
Last	First			
La Plante	Antione	Putting Education to Work Training Coordinator	B.S., A.S.	Education, Industrial Mechanics- Welding
Lavoie	Rocky	Director Technology Services	Certificates / Certified	CCNA, Systems, Newtork, and Administration
Liggett	Shawn	Student First Stop Coordinator/Supervisor	MBA, B.S. A.A.	Business Administration
Livingston	Gerry	Educational Talent Search Specialist	B.S.	Recreation/Community Ed
Mankamyer	Aleta	Curry Instructional Prog Coordinator	B.S.	Graphic Communication
Matson	Karen	Instructional Technology Specialist	M.S., B.S.	Information Studies, Psychology
Maxwell	Bonnie	Corrections Education Director/Transitional Education	M.S., B.S.	Education, Inst. And Cur., Education Sec. Science
Mc Cadden	Ann	Compensation/Benefits Coodinator	Certificate	Bookkeeping
McKiney	David	Plant Services Director		
McClellan	Janet	Interim Associate Dean Learning	BA, MA, PhD	Government/Administration, Public Administration, Criminal Justice/Business Administration
McMichael	Patricia	Job Placement Internship/Externship Coordinator	BA	English/European History
Miller	Barry	Educational Talent Search Specialist	M.Ed., B.S.	School and Community Counseling, Sociology
Nicholls	Debra	Executive Assistant to the President/Board Secretary	A.A.S.	Office Admin.
Nicholls	Thomas	Executive Director of Enrollment Managment	B.S., B.S	History Economics, Education
Olson	Ronald	Business Office Director	B.A.	Business Administration-Accounting
Parker	Patricia	Transitional Education Director	M.Ed., B.S., A.A	Adult Education, Psychology, Physical Therapy
Platt	James	Lead Advising Specialist	B.A.	Political Science
Potts	Laurie	Childhood Education Director	M.A., B.S.	Human Development, General Studies
Poynter	Sannon	Director of Catering/Sous Chef	BS, Certificate	Finance and Int. Marketing, Culinary Arts
Pretti	Janet	Dean of Curry County	M.F.A., B.F.A.	Sculpture, Sculpture and Graphic Design
Pringle	Karen	Executive Dir. of Resource Dev/College Foundation	B.A.	Geography
Reynolds	Paul	Director of Public Safety Programs	B.S., A.A.S., A.A.S.	Employee Training, Fire protection, Edu. and Training
Richards	Carol	Administrative Assistant to the VP of Administrative Services	B.S., A.A.	Home Economics, General
Riley	Ellen	Director Of Oregon Online NAHHA Training Initiative	M.A, B.A., A.A.,	Human Health and Services
Robison	Kari	Admissions/Recruitment Coordinator	B.S., A.A.	Agriculture Business Mgmt., Transfer
Schab	Diana	Associate Dean of Learning	M.S., B.S., B.S.	Computer Science, Computer Science, Civil Eng.
Scott	Patricia	President	EDD, M.A., B.S.	Education, College Student Personnel, Sociology
Shumaker	Karim	Gold Beach Center Coordinator	AS	Business Administration
Singh	Avena	Financial Aid Director	MBA, B.S., AAOT	Business Management - Marketing, Information Technology
Smith	Karina	Coordinator of Student Life & Events	M.S., B.A.	Communication, Anthropology
Soto	Arlene	BDC Director	M.A. M.S., B.A., A.A.	Counseling, Management, Accounting
Summerville	Rachele	Executive Director of Human Resources	MBA, B.S., A.S, AS	H.R management Emphasis, Business Management,Business Admin, Accounting
Taylor	John	Network Technician Specialist		
Thomas	Joseph	Public Safety Director		
Walker	Susan	Nursing Director	M.S. B.S.	Public Health/School Health, Nursing
Whitey	Jeffrey	Exec Director Housing/ Student Activities Director	B.B.A.	Business Administration
Winberg	Neil	Upward Bound Education Specialist	M.F.A., B.A.	Creative Writing, Secondary Education
Wirth	Julee	Recruitment Analyst Interim		

Name		Position	Degree and Credential	Discipline
Last	First			

Southwestern Oregon Community College
FY11-12 Budgeted Transfers In

GL Account	Amount
10-0000-48025 GENERAL FUND : TRANSFER FROM SPECIAL PROJECTS	185,000
10-0000-48057 GENERAL FUND : TRANSFER FROM BOOKSTORE	134,000
10-0000-48057 GENERAL FUND : TRANSFER FROM DINING SERVICES	133,774
10-0000-48057 GENERAL FUND : TRANSFER FROM OCCI	150,000
10-0000-48064 GENERAL FUND : TRANSFER FROM TRUST & AGENCY	20,000
	<u>622,774</u>
25-6100-48010 BDC-G.F.SUPPORT : TRANSFER FROM GENERAL FUND	45,000
25-6189-48010 LIBRARY EQUIP RESERVE : TRANSFER FROM GENERAL FUND	2,000
25-0000-48064 SPECIAL PROJ. RSVP : TRANSFER FROM TRUST AND AGENCY RSVP	30,000
	<u>77,000</u>
29-8805-48057 STU HOUSING RESERVE : TRANSFER FROM STUDENT HOUSING	52,084
29-8806-48057 OCCI RESERVE : TRANSFER FROM OCCI	95,000
	<u>147,084</u>
36-8001-48010 PLANT FUND : TRANSFER FROM GENERAL FUND	125,000
41-8901-48010 DEBT SERVICE : TRANSFER FROM GENERAL FUND	306,584
41-8903-48010 DEBT SERVICE CURRY CAMPUS: TRANSFER FROM GENERAL FUND	198,500
41-8904-48010 DEBT SERVICE STU REC CTR : TRANSFER FROM GENERAL FUND	563,000
41-8905-48010 DEBT SERVICE DRYVIT : TRANSFER FROM GENERAL FUND	17,500
	<u>1,085,584</u>
53-3202-48010 PRINT SHOP : TRANSFER FROM GENERAL FUND	60,171
53-3208-48010 MOTOR POOL : TRANSFER FROM GENERAL FUND	101,509
53-3212-48010 MAIL CENTER : TRANSFER FROM GENERAL FUND	15,650
	<u>177,330</u>
57-8515-48010 NEWMARK CTR./OPERATING : TRANSFER FROM GENERAL FUND	257,260
57-8521-48057 STUDENT HOUSING : TRANSFER FROM CONFERENCES/OTHER	6,234
57-8521-48057 STUDENT HOUSING : TRANSFER FROM CONFERENCES/PROJECTS	4,964
	<u>11,198</u>
Total Enterprise	<u>268,458</u>
64-5005-48010 TRUST & AGENCY : TRANSFER FROM GEN FUND	2,000
Grand Total	<u>2,505,230</u>

Southwestern Oregon Community College
FY11-12 Budgeted Transfers Out

GL Account	Amount
10-0000-59041 GENERAL FUND: TRANSFER TO DEBT SERVICE	1,085,584
10-0000-59053 GENERAL FUND : TRANSFER TO INTERNAL SERVICE FUND	177,330
10-1911-59025 BUS. COMM. & WORKFORCE DEV: TRANSFER TO SPEC. PROJ. BDC	45,000
10-2102-59025 LIBRARY : TRANSFER TO SPECIAL PROJ. LIBRARY RESERVE	2,000
10-3209-59057 GENERAL FUND : TRANSFER TO NEWMARK CENTER	257,260
10-3301-59036 GENERAL FUND: TRANSFER TO PLANT FUND	125,000
10-4009-59064 GENERAL FUND STU GOV/ASG : TRANSFER TO TRUST AND AGENCY	2,000
	<u>1,694,174</u>
25-7999-59010 SPECIAL PROJECTS : TRANSFER TO GENERAL FUND	185,000
57-8512-59010 BOOKSTORE : TRANSFER TO GENERAL FUND	134,000
57-8521-59029 STUDENT HOUSING : TRANSFER TO INSURANCE RESERVE	52,084
57-8531-59010 DINING SERVICES : TRANSFER TO GENERAL FUND	133,774
57-8541-59057 CONFERENCES/OTHER : TRANSFER TO STUDENT HOUSING	6,234
57-8542-59057 CONFERENCES/PROJECTS : TRANSFER TO STUDENT HOUSING	4,964
	<u>11,198</u>
57-8551-59010 OR COAST CULINARY : TRANSFER TO GENERAL FUND	150,000
57-8551-59029 OR COAST CULINARY : TRANSFER TO INSURANCE RESERVE	95,000
	<u>245,000</u>
Total Enterprise	<u>576,056</u>
64-5005-59010 TRUST & AGENCY : TRANSFER TO GENERAL FUND	20,000
64-5221-59025 TRUST & AGENCY - RSVP : TRANSFER TO SPEC. PROJECTS RSVP	30,000
	<u>50,000</u>
Grand Total	<u>2,505,230</u>

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2011-2012 BUDGET - ALL FUNDS

RESOURCES:	General Fund	Financial Aid Fund	Special Proj. Fund	Insurance Reserve Fund	Plant Fund	Debt Service Fund	Internal Service Fund	Enterprise Fund	Trust and Agency Fund	Totals
State Support	\$5,192,281	\$1,000,000	\$300,000	\$0	\$0	\$0	\$0	\$0	\$0	\$6,492,281
Federal Support	25,500	8,729,000	3,362,229	0	0	161,000	0	0	0	\$12,277,729
Local Support	4,918,100	0	527,888	0	0	0	0	0	0	\$5,445,988
Tuition and Fees (Net of Waivers)	6,613,547	0	250,000	0	0	0	0	2,567,795	35,000	\$9,466,342
Other Income	360,026	0	718,356	29,000	5,860,000	851,000	353,000	5,220,982	140,700	\$13,533,064
Loan Proceeds	4,860,000	0	0	0	0	0	0	0	0	\$4,860,000
Transfer from Other Funds	622,774	0	77,000	147,084	125,000	1,085,584	177,330	268,458	2,000	\$2,505,230
Estimated Beginning Fund Balance	2,000,000	0	400,000	454,000	0	0	0	0	120,000	\$2,974,000
Total Resources	24,592,228	9,729,000	5,635,473	630,084	5,985,000	2,097,584	530,330	8,057,235	297,700	57,554,634
REQUIREMENTS:										
Personal Services	8,848,417	94,000	2,150,000	10,000	3,000	0	134,500	1,450,294	0	12,690,211
Personal Benefits	3,812,752	0	773,646	5,000	0	0	80,020	639,324	0	5,310,742
Materials and Services	3,096,634	0	1,593,627	320,084	1,132,000	0	288,810	2,742,388	175,000	9,348,543
Materials/Services Resale	181,301	0	20,600	0	0	0	250	1,037,846	38,700	1,278,697
Other Expenses (Net of Waivers)	15,500	9,635,000	342,600	0	0	0	0	109,181	24,000	10,126,281
Repairs	33,450	0	20,000	0	90,000	0	26,750	34,000	0	204,200
Debt Service	4,900,000	0	0	0	0	2,097,584	0	1,459,146	0	8,456,730
Capital Outlay	10,000	0	500,000	295,000	4,760,000	0	0	9,000	10,000	5,584,000
Transfers	1,694,174	0	185,000	0	0	0	0	576,056	50,000	2,505,230
Contingency	0	0	50,000	0	0	0	0	0	0	50,000
Unappropriated Fund Balance	2,000,000	0	0	0	0	0	0	0	0	2,000,000
Total Requirements	24,592,228	9,729,000	5,635,473	630,084	5,985,000	2,097,584	530,330	8,057,235	297,700	57,554,634

PLANT FUND

Plant Fund budget is used to account for financial resources that are used for acquisition or construction of major capital facilities, the purchase of major equipment, or major remodeling. All resources for capital projects are receipted or transferred into the Plant Fund. Earnings on investments, reallocations from other funds and lease proceeds are the primary revenue sources. If the college sold bonds, the Plant fund would be used to account for the proceeds of those bonds and the construction related costs, remodeling and/or equipment purchases designated for in the bond issue. The Plant fund has separate units where it accounts for each project, and all capital project expenditures for the college are recorded in the Plant Fund.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

PLANT FUND SUMMARY FY2011-2012

2008-09 Actual	2009-10 Actual	2010-11 Adjusted Budget	T I T L E	2011-12 Recommended Budget	2011-12 Approved Budget	2011-12 Adopted Budget
RESOURCES:						
\$736,126	\$2,993,315	\$3,241,000	State Revenues	\$0	\$0	\$0
\$674,147	\$0	0	Tuition & Fees	0	0	0
0	6,003,839	6,860,000	Other Revenues	5,860,000	5,860,000	5,860,000
0	0	0	Bond Issuance Proceeds	0	0	0
0	647,227	304,000	Transfers From Other Funds	125,000	125,000	125,000
748,129	1,019,624	1,500,000	Beginning Fund Balance	0	0	0
2,158,402	10,664,005	11,905,000	Total Resources	5,985,000	5,985,000	5,985,000
REQUIREMENTS:						
\$0	\$0	\$10,000	Personal Services	\$3,000	\$3,000	\$3,000
0	0	3,950	Personal Benefits	0	0	0
487,862	1,110,858	2,014,050	Material and Services	1,132,000	1,132,000	1,132,000
6,296	0	0	Other Expenses	0	0	0
84,880	943,196	90,000	Repairs	90,000	90,000	90,000
137,635	18,525	850,000	Equipment	500,000	500,000	500,000
422,105	2,070,257	8,937,000	Site/Facilities	4,260,000	4,260,000	4,260,000
0	0	0	Transfers to Other Funds			
1,138,778	4,142,836	11,905,000	Total Requirements	5,985,000	5,985,000	5,985,000
\$1,019,624	\$6,521,169	\$0	ENDING FUND BALANCE	\$0	\$0	\$0

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
PLANNED PUBLIC IMPROVEMENT SUMMARY**

FISCAL YEAR 2011-2012

Project Number	Project Name	Project Type	Project Location	Estimated Project Cost	Agency or Contracted Work
1	Curry Building Completion (total cost)	Building	Brookings, OR	\$8,425,000	Contract Work
			Total	\$8,425,000	

ORS 289.023 generally states that not less than 30 days prior to adoption of its budget for the subsequent budget period, each public agency shall prepare and file with the Commissioner of the Bureau of Labor and Industries a list of every public improvement known to that agency that the agency plans to fund in the budget period. If the agency decides to use its own equipment and personnel for construction projects estimated to cost more than \$50,000, the agency shall show that the decision conforms to the policy of the State of Oregon that public agencies shall make every effort to construct public improvements at the least cost to the public agency, and the public agency shall cause to be kept and preserved a full, true and accurate account of the costs of performing the work including all engineering and administrative expenses and a reasonable estimate of the cost, including investment cost, of the equipment used.

NOTE: This Improvement Summary together with the project estimate and least cost determination constitutes a public record available in the usual manner for public review or copying. Mail a copy of this public improvement summary to: Wage and Hour Division, 800 NE Oregon St., #32, Portland, Oregon 97232.

Southwestern Oregon Community College
Three Year Facilities Maintenance Plan and Remodeling Projects
2011-2014

Priority	Project Description	In-House or Contract
2011-2012		
1	ADA Compliance	Contract/In-House
1	Safety Issues	Contract/In-House
1	Prosper Hall: Replace External Doors	Contract
1	Prosper Hall: Lighting	Contract
1	Empire Kitchen Loading Dock Extension	Contract
1	Randolph Hall: AC in server room	Contract
1	Inside Painting - Tioga, Empire, Lampa	Contract/In-House
1	Prosper Hall and Rec Center: Seal Gym Floors and Classroom Floors	Contract
1	Rec Center: new flooring in classroom	Contract
1	Maintenance Building: Recoat Roof, Exterior Painting	Contract/In-House
2	Javlin Runway Resurfacing	Contract
2	Rec Center: continue external railing	Contract
1	Student Housing - storage shed [paid by Enterprise Account]	Contract
1	Student Housing - 4 apartments flooring [paid by Enterprise Account]	Contract
1	OCCI - emergency generator [paid by Enterprise Account]	Contract
1	Empire Hall - emergency generator [paid by Enterprise Account]	Contract

2012-2013		
1	ADA Compliance	Contract/In-House
1	Safety Issues	Contract/In-House
1	Prosper Hall and Rec Center: Seal Gym Floors and Classroom Floors	Contract
1	Empire Hall Glass Roof Repair	Contract
1	Campus Wide: Miscellaneous Painting	In-House
1	Wireless locking system	Contract
1	Centerlized Surveillance System	Contract
2	Flooring - miscellaneous	Contract/In-House
2	Empire Hall Kitchen - replacement of prep room ceiling	In House
2	Brookings Building lighting	In House
2	Brookings Building bathroom remodel	Contract

2013-2014		
1	ADA Compliance	Contract/In-House
1	Safety Issues	Contract/In-House
1	Prosper Hall and Rec Center: Seal Gym Floors and Classroom Floors	Contract
1	Phase V: Access Control	In-House
2	Parking Lot 1 Resurfacing	Contract
2	Flooring - miscellaneous	Contract
2	Campus Wide: Miscellaneous Painting	In-House
2	Brookings Building - carpeting	Contract



Southwestern Oregon Community College

Prepared by Tim Dailey

Student Support Services (SSS)/Educational Support Services and Programs (ESPS)

November 29, 2011

Advising Progress Report

Southwestern is committed to providing accurate information regarding academic advising to its students. Discussions began in fall term of 2010 on ways to review our advising processes at the college. The Vice President of Instruction secured Title III funding that allowed the college to hire a consultant from National Academic Advising Association (NACADA). The consultant spent two days at the college in April 2011, talking to advising stakeholders who included students, faculty, advisors, financial aid, registration and administration. The final report addressed the current state of advising at the college and recommendations to make the advising more efficient at the college. Summary is collected from the NACADA consultant's final report. Paragraphs in blue font are follow-up documentation and activities outlined by Tim Dailey in SSS.

The Current State of Advising

I will identify the current state of undergraduate advising by indicating what areas of strengths I believe exist, as well as areas of concern/room for improvement at SWOCC. The order of these strengths and areas of concern are not listed any specific priority or seriousness.

Strengths:

- The fact that SWOCC has chosen to undergo this thorough, intensive review during a conservative financial time is a testament to the dedication of this institution to improve academic advising for students. Several SWOCC community members I interviewed are also extremely committed to improving the academic advising, which will improve overall student success. I commend SWOCC, and hope this process is beneficial and worthwhile.
- Educational Support Programs & Services (ESPS) –Generally, feedback from students and other staff and faculty were complimentary of the assistance and support provided by ESPS. This includes Student Support Services (SSS). I have to admit that I am still a bit unclear as to how these two units are connected, or not, organizationally. Many comments suggested that these offices provide much support to the overall advising needs for SWOCC, and that much of it is “clean-up” to other advising on campus. Comments also indicated that these services/offices are understaffed for the support they are provided. Information I was given indicates over 3000 individual advising appointments take place in this area each year.
 - Several comments also indicated the front level staff in ESPS is also very professional, friendly and courteous towards students, making them feel welcome and appreciated.
 - It was reassuring to hear ESPS & SSS staff members indicate they view academic advising as much more than course scheduling, and as educators and teachers for students to become successful members of the SWOCC community. The advising approach is a holistic approach to address the multiple issues students are facing as college students.



Southwestern Oregon Community College

- ESPS & SSS advisors also make every effort to meet students where they are developmentally, personally, and emotionally (family priorities, working part/full time, etc.). Students expressed they do not feel like a number or a dollar sign when seeking assistance in these areas.
- Several comments were made regarding the effectiveness of the high school advising program at both the Coos Bay and Curry campuses. This effort appears to help a great deal in recruiting local high school students to attend SWOCC.
- Students and faculty advisors who have established advisor/advisee relationships based on similar academic interests (academic major) expressed strong satisfaction regarding their academic advising interactions and experiences. This was evident in both my interviews on the pre-visit surveys completed by SWOCC.
- AAOT – Associate of Arts Oregon Transfer degree – The vast majority of students I spoke with are completing the AAOT degree, and it appears that student believe this is a productive path to completing their educational goals. I also received comments from staff and faculty that academic advising improvements for the AAOT program is needed, in the form of advisors receiving continuous, updated information regarding AAOT requirements and options.
- Several members of the SWOCC community expressed their satisfaction that program evaluations (degree audits) are available through WebAdvisor, though there is a sentiment that WebAdvisor is due for updates.
- A general sentiment was that faculty advisors at SWOCC work hard to keep in touch with their advisees, and that they want to do a good job advising. Issues must be addressed regarding training to keep faculty updated so they have current information. Pre-visit surveys to advisors indicated an interest in receiving updated information and training regarding advising strategies and practices.
- Curry campus staff members appreciate their small environment which allows faculty and staff to get to know students, and actually know their students' names. This also allows for more timely, personal contacts with students during times such as early alerts.
- During my meeting with student government leaders, they all indicated they have their student organization coordinator as their academic advisor. They all indicated that she does not just clear them, and she makes them think about their plans, future, etc. These students really expressed tremendous appreciation for her style and strategies as their academic advisor.
- Some students indicated they never had trouble getting in touch with their advisor.
- Faculty advisors expressed the satisfaction of working in a small community environment, and they perceive they work well together, and back each other up when needed.

Recommendations

1. Mission Statement for Southwestern Oregon Community College Academic Advising Program:

SWOCC must create a common vision and understanding of what academic advising is, and who provides academic advising at your institution. The primary strategy to accomplish this is to have all primary stakeholders involved in campus-wide discussions regarding the mission and purpose of academic advising at SWOCC.



Southwestern Oregon Community College

After we, the college received, the advising assessment ESPS began meeting to discuss the development of a mission statement. ESPS has reached out to other stakeholders to assist with the development of the mission statement. This is planned for completion in March 2012.

2. Accountability for Academic Advising:

I perceived SWOCC to have a decentralized advising program (advisors are housed in various departments across campus), yet there are also indications of some centralized functions and messaging. In such a setting, it becomes even more critical that specifically identified leadership is established to answer the following basic question. Who is responsible and accountable for academic advising at SWOCC? Once this question is answered, I believe this individual or office will then be able to clearly articulate the specific expectations, goals and outcomes of all academic advising at SWOCC. I am not suggesting that academic advising be completely centralized and removed from the individual academic units. This is not necessary, however there does need to be a centralized message of institution expectations regarding academic advising efforts. This will result in more consistent, responsible academic advising program, and with appropriate continuous assessment, will result in much higher student satisfaction, as well an increase in retention and graduation rates.

At SWOCC, it appears there are a couple of individuals and/or offices which could assume this leadership role possibly at the vice president level, however these roles have been either vacant due to unfilled positions, or absent due to other issues. I highly recommend this advising leadership role be identified and/or filled as soon as possible.

SWOCC hired a Vice President of Instruction in July 2011. Shortly thereafter, the Director of ESPS began reporting to the Vice President of Instruction. The Director attends weekly Instructional Management meetings where the concerns of advising are brought to the table with other instructional state holders. In addition, the Coordinator of Advising attends gby monthly Instructional Council meetings which are chaired by the Vice President of Instruction. The role of the coordinator is to represent academic advising giving input into how advising would be impacted by decisions made by the council and to bring back information from that meeting to the ESPS advisors.

3. Develop an Advisor Training & Professional Development Curriculum:

One key component to a strong academic advising program is a consistent, comprehensive training and development program which addresses the needs of academic advisors who are brand new to the profession, as well as those who continue in the profession for years. Regardless of who provides academic advising on campus (faculty, professional staff, peers, etc.), it should be an expectation that these individuals receive the training and continuous development needed to maintain high quality academic advising. There is no evidence of anything currently existing at SWOCC regarding a structured training curriculum, even though it was clearly identified as an issue in the June 12, 2006 Retention committee memorandum to President Hansen. Therefore the following strategies should be considered.



Southwestern Oregon Community College

- Develop a common training curriculum for anyone who will be performing academic advising functions. Assemble a group of individuals representing various academic and student affairs departments and critical offices to determine what the common, minimum expectations or standards are for anyone performing academic advising duties at SWOCC.
- I recommend a joint subgroup of the currently existing faculty senate and ESSLT committee members begin this process, under the direction of the individual/office identified in recommendation #2. Training and development issues are critical for both professional advisors as well as faculty advisors at SWOCC, and this group would be able to address the various needs for training and development support.
- Training and development should be enhanced and supported by the creation of an advising handbook, wiki, blog or other form of technology that identifies current advising resources that are easily accessible to all academic advisors and consistently maintained for appropriate updates.
- Training and development programs, strategies, and resources must be available, and required, for all individuals performing academic advising roles at all SWOCC campuses.

The Director of ESPS and the Coordinator of Advising Services have been working with the Enrollment Student Services Leadership Team (ESSLT) to develop policies related to enrollment and advisement. The Coordinator has also been working with the Director of Athletics and has developed a plan for early advising for all new student athletes. This program was piloted fall term 2011. The Director of ESPS and the Coordinator of Advising Services are working on developing an online training that will support new academic advisors on both Coos and Curry Campuses.

4. First Year Experience:

There does not appear to be a structured First Year Experience at SWOCC, meaning there are not common, expected steps or procedures for new students entering your institution. The following are recommendations of changes to specifically address the experience of your new students.

- First semester academic advising required – SWOCC currently requires all students to receive academic advising each quarter. I support this strategy for some student populations, however, the specific actions or conversations needed during these advising connections are not consistent, nor valued by all advisors and students. If these interactions were more clearly defined, I believe it would become a better experience for both advisors and students. These interactions could have different topics or emphasis conversations as the student progresses each quarter at SWOCC.
- Orientation – I recommend SWOCC enhance the current orientation experience for student and family members. Interactions with academic advisors must be a key component of these programs. At the present time, the orientation program is lacking in the advising that is offered to new students. A recommendation for more faculty advising interactions at orientation was also suggested in the SWOCC Retention Task Force report to President Hansen dated June 12, 2006.

The Counseling faculty at SWOCC teaches HD 100 courses, [College Success and Survival](#). This fall term HD 100 was mandated for all new first time freshmen living in student housing. The course will be evaluated for its effectiveness winter term 2012. (Evaluation will be completed 3/12)



Southwestern Oregon Community College

5. **Central Academic Advising Center:**

SWOCC currently provides a decentralized faculty advising model, with the Educational Support Programs & Services providing general academic advising in over 3000 advising appointments in each of the last three years. However, it was clear to me that some student populations, especially the exploratory/undecided students, are not all receiving the advising support needed. Several statements were made by students and professional staff interviewed regarding the lack of attention to exploratory/undecided students, as well as declared students seeking general assistance when their college/department advisors are not available or accessible. I understand an argument could be made that students who choose not to seek academic advisors during designated periods of the quarter are at fault for not following established process. However, in the culture of higher education today, students and parents expect assistance throughout the calendar year, regardless if it is convenient for faculty and staff. With the pressure of retention and graduation, it is no longer appropriate to not have advising services and resources available all year long.

Therefore my recommendation is to enhance the current ESPS advising program to become a more official, central advising office, serving as a general advising center for all students. This unit has several other key academic support systems in place, and many students already get the advising assistance needed at this location. I believe the current academic programs should do everything possible to provide faculty advising for declared major/program students. Students and faculty in this scenario now appear to be satisfied with this arrangement.

The college is well aware of the necessity to develop a One Stop Advising center at SWOCC. Currently however given the current budget and staffing levels, this may not happen for several years. (Ongoing discussions)

6. **Technology:**

After meeting with a representative from the campus technology support staff, it was good to hear that SWOCC will be updating the current student information system in the near future. In our discussions about transitioning to a new system, we spoke about the following topics:

- WebAdvisor, or whatever replaces this online system, should become a more user-friendly, technologically enhanced tool. Students are looking for easy navigation, with quick, accurate information and access to tools for registration, course availability, degree requirements and progress towards degree completion.
- The new system must include an electronic advising notes/documentation system that all advisors have access to, and have the ability to review any student records and documentation from previous advising interactions. This will improve the communication flow between advisors, and diminish the notion that students will shop for the answers they are looking for.
- As the new student information system, degree audit, etc. are being created, it is critical to have representation from those who will be using the system (both professional and faculty advisors) as part of the design team. If the new system design does not meet the critical needs of the users, it will not be effective or as useful.



Southwestern Oregon Community College

- A degree search, or electronic program review must be maintained, so that students are able monitor their own academic progress towards degree completion with, or without, the assistance of their advisor.

The College will switch to a new Learning Management System called Jenzabar. The ESPS staff has been meeting with Jenzabar consultants in the development phase to give input into the advising needs of the college. (Fall 2012)

7. Formal Academic Advising Council/Network

Formal and informal communication among campus academic advisors, and those who support academic advising efforts, must occur in a consistent, continuous manner. I recommend that SWOCC create a formal, institution recognized council or network that meets minimally on a monthly basis. This group should have a formal process for electing leadership which then may serve on other critical university committees. Initial responses to this may be that faculty senate should play this role at SWOCC. However, all members of the campus environment who serve in any academic advising capacity, or role that supports academic advising, should have a voice, and be included in this advising council or network. I met many individuals at SWOCC who were not faculty who provide academic advising, or advising support for students.

The Director of ESPS and the Coordinator of Advising Services attend weekly meetings with Instruction and Student Services groups to represent the area of academic advising to both groups.

8. Assessment and Evaluation of Academic Advising – Learning Outcomes:

SWOCC provided surveys to both students and advisors prior to my arrival for this visit. These surveys did provide some valuable information regarding satisfaction of advising, and perceptions of who provided advising on campus. Students, generally, expressed good satisfaction regarding their advising experiences. Individual comments did indicate varied experiences on campus regarding overall advising satisfaction. Surveys of academic advisors indicated varied responses regarding the perceived role of advising, and student commitment to the advising process.

Other than these surveys, I am not aware of any other process to gather feedback from campus community members regarding the advising experience, or the evaluation of academic advisor performance. The lack of a process to formally evaluate academic advisors was a common frustration.

SWOCC needs to identify a common, consistent academic advisor performance evaluation process. If there is no process to evaluate the effectiveness, accuracy, and general knowledge of academic advisors, there will be no reliable strategy to ensure academic advisors are performing the expected roles.

The faculty currently does the bulk of the academic advising on campus. The faculty contract has specific language dealing with advising and workload credits. There is no evaluation tool for advising and will need to be negotiated between administration and the faculty when the contract is opened. (No date at this time)



Southwestern Oregon Community College

9. Academic Advising Syllabi:

One strategy for effectively communicating academic advising objectives, goals, and learning outcomes to be achieved is using an academic advising syllabus. Advising syllabi have become a common tool for advisors and administrators to make a connection with academic advising to teaching and learning. It communicates that academic advising has a purpose, and is intentional in efforts to help students achieve learning outcomes that support student success. The advising syllabi also communicate to faculty, parents, and others that advising is much more than registration.

The Coordinator of Advising Services is looking into resources to develop an advising curriculum and training. (No date at this time)

Live Link as of February 1, 2012:

<http://www.socc.edu/admin/pgs/policies/instructional/index.shtml>

Policy # 8.018

ADVISORY COMMITTEES

It is the Administrative policy of the Southwestern Oregon Community College District that the college shall have educational advisory committees.

The Office of Instructional and Student Services and members of the college community shall develop guidelines delineating services to be provided by educational advisory committees.

The establishment of an advisory committee shall be approved by the president. Appointments to advisory committees shall be made by the president.

Adopted by Board of Education:

Policy #9.008

Changed to Administrative Policy January 22, 1996



Email address

Password

Log In

[Lost Password?](#)

Login ID

Submit

[What's a Login ID?](#)

Other Problems
Logging In?



Important Note for Incoming Students: If you have been asked to complete AlcoholEdu, please refer to the directions you received from your institution for your start date to access the course until then.


[Home](#)
[Academic Calendar](#)
[Academic Departments](#)
[Class Schedule](#)
[College Catalog](#)
[Course Descriptions](#)
[Degrees & Certificates](#)
[Distance Learning](#)
[Education Options](#)
[Faculty Directory](#)
[Library](#)
[Office of Instruction](#)
[Home](#) > [Academic Departments](#) > [Health Occupations](#)

Health Occupations

These programs are designed to prepare students for employment in a variety of medical settings and as skilled technical members of health occupations teams.

Nursing: This program is designed to prepare students with entry-level skills needed to assume the role of a Registered Nurse. Students will need to successfully complete the licensure exam at the end of six quarters or students may elect to replace the last term of the Associate of Applied Science degree with a Bachelor's in Nursing course and complete three more terms to achieve a Bachelor's in Nursing degree. Students who have completed an Associate of Applied Science degree would need to complete an additional four quarters to receive a Bachelor's in Nursing degree.

Employment Opportunities: Registered Nursing career opportunities range from good to excellent with occupational titles that include Staff Nurse, Home Health Nurse (BSN preferred), Basic Nursing Assistant Program Instructor (BSN preferred), Clinic Nurse (RN), Hospice Nurse (BSN preferred), School Nurse (BSN), Specialty Nursing (Associate with in-hospital training after usually one year in Medical Surgical area, BSN, MSN with clinical specialty), Public Health nursing (BSN preferred). The salary entry range for an Associate of Applied Science degree RN ranges from \$30,000 to \$45,000 and for a BSN from \$40,000 to \$55,000. There is great variability across the country.

Allied Health: These programs are designed to prepare students for employment in a variety of medical settings. Rural hospitals serve as health care centers, often combining long-term skilled care with hospital care. Rural health aides are prepared to transcribe physician's orders, assemble charts, and perform medical clerical/medical records tasks as well as provide personal and basic patient care in homes, hospitals, long term care, and assisted living facilities under the supervision of an RN or LPN. Basic nursing assistants (when certified by the Oregon State Board of Nursing as Certified Nursing Assistants) provide personal and basic nursing care to clients and patients in homes, clinics, assisted living facilities, skilled and acute care settings under the supervision of licensed health care professionals.

Employment Opportunities: Rural health aide career opportunities range from fair to excellent with occupational titles that include Home Health Aide, Nursing Assistant, Residence Assistant, Caregiver, Personal Care Attendant, Certified Nursing Assistant, Ward Clerk, and Unit Secretary. Basic nursing assistant career opportunities range from good to excellent with occupational titles that include Home Health Aide, Nursing Assistant, Residence Assistant, Caregiver, Personal Care Attendant, and Certified Nursing Assistant.

Medical Technical: These programs are designed to prepare students for employment as skilled technical members of health occupations teams. Pharmacy technicians are trained to assist the pharmacist in preparing and dispensing medications in hospitals, long-term care facilities, as well as independent and chain store pharmacies connected to retail stores.

Employment Opportunities: Pharmacy technician career opportunities range from fair to excellent with occupational titles that include Pharmacist Assistant and Pharmacy Technician.

Degree and Certificate Options

[Associate of Applied Science Nursing](#)
[Basic Nursing Assistant Course](#)
[Basic Nursing Assistant Course Online](#)
[Certificate of Completion Pharmacy Technician](#)
[Certificate of Completion Phlebotomy Technician](#)
[Certificate of Completion Rural Health Aide](#)
[Certified Nursing Assistant \(CNA\) 2](#)
[Top of Page](#)
[E-mail](#)
[Printer Friendly](#)



[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2011 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

[SOCC Home](#) | [Maps](#) | [Calendar](#) | [Contact Us](#)

[ANGEL Login](#) | [Student Email](#) | [WebAdvisor](#)
[Home](#)
[Institutional Accreditation](#)
[Institutional Current Status](#)
[Institutional Report Archives](#)
[Program Accreditation](#)
[Newsletters](#)
[Contact Information](#)
[Institutional Effectiveness](#)
[News & Updates](#)
[Home](#) > [Contact Information](#)

Contact Information

Institutional Accreditation

Robin Bunnell, Accreditation Liaison Officer

1988 Newmark
Coos Bay OR 97420
(541) 888-7339
rbunnell@socc.edu

Culinary Accreditation

Executive Director Shawn Hanlin, CEC

1988 Newmark
Coos Bay OR 97420
(541) 888-1546
shanlin@socc.edu

Early Childhood Education Accreditation

Cathy Meier, Early Child Education Instructor

1988 Newmark
Coos Bay OR 97420
(541) 888-7068
cmeier@socc.edu

Emergency Medical Technician Program

Paul Reynolds, Director Fire and Safety Development

1988 Newmark
Coos Bay OR 97420
(541) 888-7432 or
(541) 888-7296
preynolds@socc.edu

Nursing Self-Study

Susan Walker, Director of Nursing

1988 Newmark
Coos Bay OR 97420
(541) 888-7298
swalker@socc.edu


[Home](#) | [About](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)

Oregon Small Business Development Network

Southwestern Business Development Center Director

Arlene M. Soto, CMA

2455 Maple Leaf
North Bend, OR 97459
(541) 756-6866
asoto@socc.edu

Paramedic Program

Paul Reynolds, Director Fire and Safety Development

1988 Newmark
Coos Bay OR 97420
(541) 888-7432 or
(541) 888-7296
preynolds@socc.edu

Transitional Education

Pat Parker
1988 Newmark
Coos Bay OR 97420
(541) 888-7000
pparker@socc.edu

[Top of Page](#)

 [E-mail](#)

 [Printer Friendly](#)



[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2011 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

TRANSFER CREDITS

Transferring from Southwestern: Transfer students are responsible for determining the requirements of the institution and program to which they plan to transfer.

Transferring to Southwestern: Southwestern Oregon Community College accepts college level credits earned in academic certificate and degree programs from colleges and universities accredited by one of the following regional Associations of Colleges and Schools -- Middle States, North Central, New England, Northwest, Southern or Western.

Official transcripts are processed after the student has been formally accepted to the college. Send official transcripts to the Student First Stop Center. Send placement test scores to Educational Support Programs and Services (ESPS).

Credit may be granted for military courses based upon The Guide to the Evaluation of Educational Experiences in the Armed Services and if the courses apply to the student's Southwestern major. Three (3) credit hours of PE185 credit may be granted toward an Associate's Degree at Southwestern for completion of military basic training.

ALTERNATIVE WAYS TO EARN COLLEGE CREDIT

Non-Traditional Credit credits can be applied toward a Southwestern degree. The college provides a number of ways a student may earn credit toward a degree or certificate in addition to classroom experience: APP (Advanced Placement Program), Challenge, CLEP (College Level Examination Program), Credit for Prior Learning, International Baccalaureate, and High School Dual Credit. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

ADVANCED PLACEMENT PROGRAM (APP). High school seniors who participate in the College Entrance Examination Board's Advanced Placement Program may seek advanced placement in a variety of disciplines. An entering freshman who has taken the APP tests should have the results sent to the Student First Stop Center.

Advanced placement and/or college credit may be granted upon recommendation of the appropriate party. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

CHALLENGE. Students who believe that they have the knowledge and skills from life experience, industry training or professional certification, may request to challenge a course by petition or by an examination in lieu of class attendance. (Laboratory classes may be challenged with the approval of the Associate Dean/faculty.) Successful challenge results in grade and credit on the Southwestern permanent record identified as credit for challenge. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter the challenge is assessed. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

A student may not drop or withdraw from a challenge. Financial aid recipients CANNOT use financial aid dollars to "challenge" classes.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP). Southwestern is an official CLEP testing center. Students enrolled at Southwestern may receive credit for certain college courses by submitting official scores from the College Level Entrance Examination Program (CLEP). Successful CLEP exam results in grade and credit on the Southwestern permanent record identified as CLEP. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

EQUIVALENT COURSES

BUSINESS	
BA211, 212 and BA000 1 crd	9
BA230 and BA000 .5 crd	4.5
BA206	4.5
BA223 and BA000 1.5 crd	4.5

CREDITS

QUARTER HOURS
9
4.5
4.5
4.5

COMPUTERS

CIS120 and CS000 .5 crd

COMPOSITION

WR121, 122, 123

LITERATURE

ENG253, 254, 255

ANALYZING & INTERPRETING LIT.

ENG000*

ENG104, 105, 106

HUMANITIES

HUM204, 205, 206

FOREIGN LANGUAGES

FR101, 102 and FR000 1 crd

FR103, 201, 202, 203

and FR 000 2 crd*

GER101, 102 and GER000 1 crd

GER103, 201, 202, 203

and GER 000 2 crd*

SPAN101, 102 and SPAN000 1 crd

SPAN103, 201, 202, 203

and SPAN 000 2 crd*

HISTORY AND SOCIAL SCIENCES

HIST101 3 crd and HST000 1.5 crd*

HIST102 3 crd and HST000 1.5 crd*

HST101, 102, 103

HST201 3 crd and HST000 1.5 crd*

HST202 3 crd and HST000 1.5 crd*

HST201, 202, 203

SOC000, HIST000, PSY000 3 crd each*

PS 201 and PS000 1.5 crd*

ECONOMICS

ECON201 and ECON .5 crd*

ECON202 and ECON .5 crd*

PSYCHOLOGY

PSY201 and PSY000 1.5 crd*

PSY201 and PSY000 1.5 crd*

SOCIOLOGY

SOC204 and SOC000 1.5 crd*

SCIENCE

BIO00**

CHEM000**

GS000**

MATHEMATICS

MTH251 and MTH000 .5 crd*

MTH111 and MTH000 .5 crd*

MTH95, 105 and MTH000 1 crd*

*can be used for distribution requirements

**non lab can be used to fulfill distribution requirements

QUARTER HOURS

4.5

QUARTER HOURS

9

QUARTER HOURS

9

9

9

QUARTER HOURS

9

QUARTER HOURS

9

18

9

18

9

18

QUARTER HOURS

4.5

4.5

9

4.5

9

9

9

4.5

QUARTER HOURS

4.5

4.5

QUARTER HOURS

4.5

4.5

QUARTER HOURS

4.5

QUARTER HOURS

9

9

9

QUARTER HOURS

4.5

4.5

9

Live Link as of February 1, 2012:

<http://www.eeoc.gov/laws/statutes/ada.cfm>



U.S. Equal Employment Opportunity Commission

Titles I and V of the Americans with Disabilities Act of 1990 (ADA)

EDITOR'S NOTE: The following is the text of Titles I and V of the Americans with Disabilities Act of 1990 (Pub. L. 101-336) (ADA), as amended, as these titles will appear in volume 42 of the United States Code, beginning at section 12101. Title I of the ADA, which became effective for employers with 25 or more employees on July 26, 1992, prohibits employment discrimination against qualified individuals with disabilities. Since July 26, 1994, Title I has applied to employers with 15 or more employees. Title V contains miscellaneous provisions which apply to EEOC's enforcement of Title I.

The Civil Rights Act of 1991 (Pub. L. 102-166) (CRA) amended sections 101(4), 102 and 509 of the ADA. In addition, section 102 of the CRA (which is printed elsewhere in this publication) amended the statutes by adding a new section following section 1977 (42 U.S.C. 1981) to provide for the recovery of compensatory and punitive damages in cases of intentional violations of Title VII, the ADA, and section 501 of the Rehabilitation Act of 1973 (Rehab Act). The [Americans with Disabilities Act Amendments Act of 2008](#) (Pub. L. 110-325) (ADAAA) amended sections 12101, 12102, 12111 to 12114, 12201 and 12210 of the ADA and section 705 of the Rehab Act. The ADAAA also enacted sections 12103 and 12205a and redesignated sections 12206 to 12213. The ADAAA also included findings and purposes that will not be codified.

Most recently, the Lilly Ledbetter Fair Pay Act of 2009 (Pub. L. 111-2) amended Title VII, the Age Discrimination in Employment Act of 1967, the ADA and the Rehab Act to clarify the time frame in which victims of discrimination may challenge and recover for discriminatory compensation decisions or other discriminatory practices affecting compensation.

ADAAA amendments and Lilly Ledbetter Fair Pay Act amendments appear in boldface type. Cross references to the ADA as enacted appear in italics following each section heading. Editor's notes also appear in italics.

An Act to establish a clear and comprehensive prohibition of discrimination on the basis of disability.

Be it enacted by the Senate and House of Representatives of the United States of America assembled, that this Act may be cited as the "Americans with Disabilities Act of 1990".

* * *

FINDINGS AND PURPOSES

SEC. 12101. [Section 2]

(a) Findings. - The Congress finds that-

(1) physical or mental disabilities in no way diminish a person's right to fully participate in all aspects of society, yet many people with physical or mental disabilities have been precluded from doing so because of discrimination; others who have a record of a disability or are regarded as having a disability also have been subjected to discrimination;

(2) historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements, such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem;

(3) discrimination against individuals with disabilities persists in such critical areas as employment, housing, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting, and access to public services;

(4) unlike individuals who have experienced discrimination on the basis of race, color, sex, national origin, religion, or age, individuals who have experienced discrimination on the basis of disability have often had no legal recourse to redress such discrimination;

(5) individuals with disabilities continually encounter various forms of discrimination, including outright intentional exclusion, the discriminatory effects of architectural, transportation, and communication barriers, overprotective rules and policies, failure to make modifications to existing facilities and practices, exclusionary qualification standards and criteria, segregation, and relegation to lesser services, programs, activities, benefits, jobs, or other opportunities;

(6) census data, national polls, and other studies have documented that people with disabilities, as a group, occupy an inferior status in our society, and are severely disadvantaged socially, vocationally, economically, and educationally;

(7) the Nation's proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for such individuals; and

(8) the continuing existence of unfair and unnecessary discrimination and prejudice denies people with disabilities the opportunity to compete on an equal basis and to pursue those opportunities for which our free society is justifiably famous, and costs the United States billions of dollars in unnecessary expenses resulting from dependency and nonproductivity.

(b) Purpose. - It is the purpose of this chapter-

(1) to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;

(2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

(3) to ensure that the Federal Government plays a central role in enforcing the standards established in this chapter on behalf of individuals with disabilities; and

(4) to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day to day by people with disabilities.

DEFINITION OF DISABILITY

SEC. 12102. *[Section 3]*

As used in this chapter:

(1) Disability. - The term "disability" means, with respect to an individual-

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment **(as described in paragraph (3))**.

(2) Major life activities

A) In general

For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

(B) Major bodily functions

For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

(3) Regarded as having such an impairment

For purposes of paragraph (1)(C):

(A) An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental

impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(4) Rules of construction regarding the definition of disability

The definition of “disability” in paragraph (1) shall be construed in accordance with the following:

(A) The definition of disability in this chapter shall be construed in favor of broad coverage of individuals under this chapter, to the maximum extent permitted by the terms of this chapter.

(B) The term “substantially limits” shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

(C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

(D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

(E)(i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as—

(I) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;

(II) use of assistive technology;

(III) reasonable accommodations or auxiliary aids or services; or

(IV) learned behavioral or adaptive neurological modifications.

(ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

(iii) As used in this subparagraph—

(I) the term “ordinary eyeglasses or contact lenses” means lenses that are intended to fully correct visual acuity or eliminate refractive error; and

(II) the term “low-vision devices” means devices that magnify, enhance, or otherwise augment a visual image.

ADDITIONAL DEFINITIONS

SEC. 12103. [Section 4]

As used in this chapter:

(1) Auxiliary aids and services. - The term “auxiliary aids and services” includes—

(A) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;

(B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;

(C) acquisition or modification of equipment or devices; and

(D) other similar services and actions.

(2) State. - The term “State” means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands of the United States, the Trust Territory of the Pacific Islands, and the Commonwealth of the Northern Mariana Islands.

SUBCHAPTER I [TITLE I] - EMPLOYMENT

DEFINITIONS

SEC. 12111. [Section 101]

As used in this subchapter:

- (1) Commission. - The term "Commission" means the Equal Employment Opportunity Commission established by section 2000e-4 of this title [section 705 of the Civil Rights Act of 1964].
- (2) Covered entity. - The term "covered entity" means an employer, employment agency, labor organization, or joint labor management committee.
- (3) Direct threat. - The term "direct threat" means a significant risk to the health or safety of others that cannot be eliminated by reasonable accommodation.
- (4) Employee. - The term "employee" means an individual employed by an employer. With respect to employment in a foreign country, such term includes an individual who is a citizen of the United States.
- (5) Employer. -
- (A) In general. - The term "employer" means a person engaged in an industry affecting commerce who has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year, and any agent of such person, except that, for two years following the effective date of this subchapter, an employer means a person engaged in an industry affecting commerce who has 25 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding year, and any agent of such person.
 - (B) Exceptions. - The term "employer" does not include-
 - (i) the United States, a corporation wholly owned by the government of the United States, or an Indian tribe; or
 - (ii) a bona fide private membership club (other than a labor organization) that is exempt from taxation under section 501(c) of Title 26 [the Internal Revenue Code of 1986].
- (6) Illegal use of drugs. -
- (A) In general. - The term "illegal use of drugs" means the use of drugs, the possession or distribution of which is unlawful under the Controlled Substances Act [21 U.S.C. 801 et seq.]. Such term does not include the use of a drug taken under supervision by a licensed health care professional, or other uses authorized by the Controlled Substances Act or other provisions of Federal law.
 - (B) Drugs. - The term "drug" means a controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act [21 U.S.C. 812].
- (7) Person, etc. - The terms "person", "labor organization", "employment agency", "commerce", and "industry affecting commerce", shall have the same meaning given such terms in section 2000e of this title [section 701 of the Civil Rights Act of 1964].
- (8) **Qualified individual.** - The term "**qualified individual**" means an individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. For the purposes of this subchapter, consideration shall be given to the employer's judgment as to what functions of a job are essential, and if an employer has prepared a written description before advertising or interviewing applicants for the job, this description shall be considered evidence of the essential functions of the job.
- (9) Reasonable accommodation. - The term "reasonable accommodation" may include-
- (A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and
 - (B) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.
- (10) Undue hardship. -

(A) In general. - The term “undue hardship” means an action requiring significant difficulty or expense, when considered in light of the factors set forth in subparagraph (B).

(B) Factors to be considered. - In determining whether an accommodation would impose an undue hardship on a covered entity, factors to be considered include-

- (i) the nature and cost of the accommodation needed under this chapter;
- (ii) the overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation; the number of persons employed at such facility; the effect on expenses and resources, or the impact otherwise of such accommodation upon the operation of the facility;
- (iii) the overall financial resources of the covered entity; the overall size of the business of a covered entity with respect to the number of its employees; the number, type, and location of its facilities; and
- (iv) the type of operation or operations of the covered entity, including the composition, structure, and functions of the workforce of such entity; the geographic separateness, administrative, or fiscal relationship of the facility or facilities in question to the covered entity.

DISCRIMINATION

SEC. 12112. [Section 102]

(a) General rule. - No covered entity shall discriminate against a qualified individual **on the basis of disability** in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment.

(b) Construction. - As used in subsection (a) of this section, the term “discriminate **against a qualified individual on the basis of disability**” includes-

- (1) limiting, segregating, or classifying a job applicant or employee in a way that adversely affects the opportunities or status of such applicant or employee because of the disability of such applicant or employee;
- (2) participating in a contractual or other arrangement or relationship that has the effect of subjecting a covered entity’s qualified applicant or employee with a disability to the discrimination prohibited by this subchapter (such relationship includes a relationship with an employment or referral agency, labor union, an organization providing fringe benefits to an employee of the covered entity, or an organization providing training and apprenticeship programs);
- (3) utilizing standards, criteria, or methods of administration-
 - (A) that have the effect of discrimination on the basis of disability; or
 - (B) that perpetuate the discrimination of others who are subject to common administrative control;
- (4) excluding or otherwise denying equal jobs or benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association;
- (5) (A) not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless such covered entity can demonstrate that the accommodation would impose an undue hardship on the operation of the business of such covered entity; or
 - (B) denying employment opportunities to a job applicant or employee who is an otherwise qualified individual with a disability, if such denial is based on the need of such covered entity to make reasonable accommodation to the physical or mental impairments of the employee or applicant;
- (6) using qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities unless the standard, test or other selection criteria, as used by the covered entity, is shown to be job-related for the position in question and is consistent with business necessity; and
- (7) failing to select and administer tests concerning employment in the most effective manner to ensure that, when such test is administered to a job applicant or employee who has a disability

that impairs sensory, manual, or speaking skills, such test results accurately reflect the skills, aptitude, or whatever other factor of such applicant or employee that such test purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of such employee or applicant (except where such skills are the factors that the test purports to measure).

(c) Covered entities in foreign countries. -

(1) In general. - It shall not be unlawful under this section for a covered entity to take any action that constitutes discrimination under this section with respect to an employee in a workplace in a foreign country if compliance with this section would cause such covered entity to violate the law of the foreign country in which such workplace is located.

(2) Control of corporation

(A) Presumption. - If an employer controls a corporation whose place of incorporation is a foreign country, any practice that constitutes discrimination under this section and is engaged in by such corporation shall be presumed to be engaged in by such employer.

(B) Exception. - This section shall not apply with respect to the foreign operations of an employer that is a foreign person not controlled by an American employer.

(C) Determination. - For purposes of this paragraph, the determination of whether an employer controls a corporation shall be based on-

- (i) the interrelation of operations;
- (ii) the common management;
- (iii) the centralized control of labor relations; and
- (iv) the common ownership or financial control, of the employer and the corporation.

(d) Medical examinations and inquiries. -

(1) In general. - The prohibition against discrimination as referred to in subsection (a) of this section shall include medical examinations and inquiries.

(2) Pre-employment. -

(A) Prohibited examination or inquiry. - Except as provided in paragraph (3), a covered entity shall not conduct a medical examination or make inquiries of a job applicant as to whether such applicant is an individual with a disability or as to the nature or severity of such disability.

(B) Acceptable inquiry. - A covered entity may make pre-employment inquiries into the ability of an applicant to perform job-related functions.

(3) Employment entrance examination. - A covered entity may require a medical examination after an offer of employment has been made to a job applicant and prior to the commencement of the employment duties of such applicant, and may condition an offer of employment on the results of such examination, if-

(A) all entering employees are subjected to such an examination regardless of disability;

(B) information obtained regarding the medical condition or history of the applicant is collected and maintained on separate forms and in separate medical files and is treated as a confidential medical record, except that—

- (i) supervisors and managers may be informed regarding necessary restrictions on the work or duties of the employee and necessary accommodations;
- (ii) first aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment; and
- (iii) government officials investigating compliance with this chapter shall be provided relevant information on request; and (C) the

results of such examination are used only in accordance with this subchapter.

(4) Examination and inquiry. -

(A) Prohibited examinations and inquiries. - A covered entity shall not require a medical examination and shall not make inquiries of an employee as to whether such employee is an individual with a disability or as to the nature or severity of the disability, unless such examination or inquiry is shown to be job-related and consistent with business necessity.

(B) Acceptable examinations and inquiries. - A covered entity may conduct voluntary medical examinations, including voluntary medical histories, which are part of an employee health program available to employees at that work site. A covered entity may make inquiries into the ability of an employee to perform job-related functions.

(C) Requirement. - Information obtained under subparagraph (B) regarding the medical condition or history of any employee are subject to the requirements of subparagraphs (B) and (C) of paragraph (3).

DEFENSES

SEC. 12113. [Section 103]

(a) In general. - It may be a defense to a charge of discrimination under this chapter that an alleged application of qualification standards, tests, or selection criteria that screen out or tend to screen out or otherwise deny a job or benefit to an individual with a disability has been shown to be job-related and consistent with business necessity, and such performance cannot be accomplished by reasonable accommodation, as required under this subchapter.

(b) Qualification standards. - The term "qualification standards" may include a requirement that an individual shall not pose a direct threat to the health or safety of other individuals in the workplace.

(c) Qualification standards and tests related to uncorrected vision. – Notwithstanding section 12102(4)(E)(ii) of this title, a covered entity shall not use qualification standards, employment tests, or other selection criteria based on an individual's uncorrected vision unless the standard, test, or other selection criteria, as used by the covered entity, is shown to be job-related for the position in question and consistent with business necessity.

(d) Religious entities. -

(1) In general. - This subchapter shall not prohibit a religious corporation, association, educational institution, or society from giving preference in employment to individuals of a particular religion to perform work connected with the carrying on by such corporation, association, educational institution, or society of its activities.

(2) Religious tenets requirement. - Under this subchapter, a religious organization may require that all applicants and employees conform to the religious tenets of such organization.

(e) List of infectious and communicable diseases. -

(1) In general. - The Secretary of Health and Human Services, not later than 6 months after July 26, 1990 [the date of enactment of this Act], shall-

(A) review all infectious and communicable diseases which may be transmitted through handling the food supply;

(B) publish a list of infectious and communicable diseases which are transmitted through handling the food supply;

(C) publish the methods by which such diseases are transmitted; and

(D) widely disseminate such information regarding the list of diseases and their modes of transmissibility to the general public. Such list shall be updated annually.

(2) Applications. - In any case in which an individual has an infectious or communicable disease that is transmitted to others through the handling of food, that is included on the list developed by the Secretary of Health and Human Services under paragraph (1), and which cannot be eliminated by reasonable accommodation, a covered entity may refuse to assign or continue to assign such individual to a job involving food handling.

(3) Construction. - Nothing in this chapter shall be construed to preempt, modify, or amend any State, county, or local law, ordinance, or regulation applicable to food handling which is designed to protect the public health from individuals who pose a significant risk to the health or safety of others, which cannot be eliminated by reasonable accommodation, pursuant to the list of infectious or communicable diseases and the modes of transmissibility published by the Secretary of Health and Human Services.

ILLEGAL USE OF DRUGS AND ALCOHOL

SEC. 12114. [Section 104]

(a) Qualified individual with a disability. - For purposes of this subchapter, **a qualified individual with a disability** shall not include any employee or applicant who is currently engaging in the illegal use of drugs, when the covered entity acts on the basis of such use.

(b) Rules of construction. - Nothing in subsection (a) of this section shall be construed to exclude as a qualified individual with a disability an individual who-

(1) has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;

(2) is participating in a supervised rehabilitation program and is no longer engaging in such use; or

(3) is erroneously regarded as engaging in such use, but is not engaging in such use; except that it shall not be a violation of this chapter for a covered entity to adopt or administer reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual described in paragraph (1) or (2) is no longer engaging in the illegal use of drugs.

(c) Authority of covered entity. -

A covered entity-

(1) may prohibit the illegal use of drugs and the use of alcohol at the workplace by all employees;

(2) may require that employees shall not be under the influence of alcohol or be engaging in the illegal use of drugs at the workplace;

(3) may require that employees behave in conformance with the requirements established under the Drug Free Workplace Act of 1988 (41 U.S.C. 701 et seq.);

(4) may hold an employee who engages in the illegal use of drugs or who is an alcoholic to the same qualification standards for employment or job performance and behavior that such entity holds other employees, even if any unsatisfactory performance or behavior is related to the drug use or alcoholism of such employee; and (5) may, with respect to Federal regulations regarding alcohol and the illegal use of drugs, require that-

(A) employees comply with the standards established in such regulations of the Department of Defense, if the employees of the covered entity are employed in an industry subject to such regulations, including complying with regulations (if any) that apply to employment in sensitive positions in such an industry, in the case of employees of the covered entity who are employed in such positions (as defined in the regulations of the Department of Defense);

(B) employees comply with the standards established in such regulations of the Nuclear Regulatory Commission, if the employees of the covered entity are employed in an industry subject to such regulations, including complying with regulations (if any) that apply to employment in sensitive positions in such an industry, in the case of employees of the covered entity who are employed in such positions (as defined in the regulations of the Nuclear Regulatory Commission); and

(C) employees comply with the standards established in such regulations of the Department of Transportation, if the employees of the covered entity are employed in a transportation industry subject to such regulations, including complying with such regulations (if any) that apply to employment in sensitive positions in such an industry, in the case of employees of the covered entity who are employed in such positions (as defined in the regulations of the Department of Transportation).

(d) Drug testing. -

(1) In general. - For purposes of this subchapter, a test to determine the illegal use of drugs shall not be considered a medical examination.

(2) Construction. - Nothing in this subchapter shall be construed to encourage, prohibit, or authorize the conducting of drug testing for the illegal use of drugs by job applicants or employees or making employment decisions based on such test results.

(e) Transportation employees. - Nothing in this subchapter shall be construed to encourage, prohibit, restrict, or authorize the otherwise lawful exercise by entities subject to the jurisdiction of the Department of Transportation of authority to-

(1) test employees of such entities in, and applicants for, positions involving safety sensitive duties for the illegal use of drugs and for on duty impairment by alcohol; and

(2) remove such persons who test positive for illegal use of drugs and on duty impairment by alcohol pursuant to paragraph (1) from safety sensitive duties in implementing subsection (c) of this section.

POSTING NOTICES

SEC. 12115. *[Section 105]*

Every employer, employment agency, labor organization, or joint labor management committee covered under this subchapter shall post notices in an accessible format to applicants, employees, and members describing the applicable provisions of this chapter, in the manner prescribed by section 2000e-10 of this title *[section 711 of the Civil Rights Act of 1964]*.

REGULATIONS

SEC. 12116. *[Section 106]*

Not later than 1 year after July 26, 1990 *[the date of enactment of this Act]*, the Commission shall issue regulations in an accessible format to carry out this subchapter in accordance with subchapter II of chapter 5 of title 5 *[United States Code]*.

ENFORCEMENT

SEC. 12117. *[Section 107]*

(a) Powers, remedies, and procedures. - The powers, remedies, and procedures set forth in sections 2000e-4, 2000e-5, 2000e-6, 2000e-8, and 2000e-9 of this title *[sections 705, 706, 707, 709 and 710 of the Civil Rights Act of 1964]* shall be the powers, remedies, and procedures this subchapter provides to the Commission, to the Attorney General, or to any person alleging discrimination on the basis of disability in violation of any provision of this chapter, or regulations promulgated under section 12116 of this title *[section 106]*, concerning employment.

(b) Coordination. - The agencies with enforcement authority for actions which allege employment discrimination under this subchapter and under the Rehabilitation Act of 1973 *[29 U.S.C. 701 et seq.]* shall develop procedures to ensure that administrative complaints filed under this subchapter and under the Rehabilitation Act of 1973 are dealt with in a manner that avoids duplication of effort and prevents imposition of inconsistent or conflicting standards for the same requirements under this subchapter and the Rehabilitation Act of 1973. The Commission, the Attorney General, and the Office of Federal Contract Compliance Programs shall establish such coordinating mechanisms (similar to provisions contained in the joint regulations promulgated by the Commission and the Attorney General at part 42 of title 28 and part 1691 of title 29, Code of Federal Regulations, and the Memorandum of Understanding between the Commission and the Office of Federal Contract Compliance Programs dated January 16, 1981 (46 Fed. Reg. 7435, January 23, 1981)) in regulations implementing this subchapter and Rehabilitation Act of 1973 not later than 18 months after July 26, 1990 *[the date of enactment of this Act]*.

[42 USC § 2000e-5 note]

(a) AMERICANS WITH DISABILITIES ACT OF 1990. — The amendments made by section 3 *[Lilly Ledbetter Fair Pay Act of 2009, PL 111-2, 123 Stat. 5]* shall apply to claims of discrimination in compensation brought under title I and section 503 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq., 12203), pursuant to section 107(a) of such Act (42 U.S.C. 12117(a)), which adopts the powers, remedies, and procedures set forth in section 706 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-5).

SUBCHAPTER IV [TITLE V] - MISCELLANEOUS PROVISIONS

CONSTRUCTION

SEC. 12201. [Section 501]

(a) In general. - Except as otherwise provided in this chapter, nothing in this chapter shall be construed to apply a lesser standard than the standards applied under Title V of the Rehabilitation Act of 1973 (29 U.S.C. 790 et seq.) or the regulations issued by Federal agencies pursuant to such title.

(b) Relationship to other laws. - Nothing in this chapter shall be construed to invalidate or limit the remedies, rights, and procedures of any Federal law or law of any State or political subdivision of any State or jurisdiction that provides greater or equal protection for the rights of individuals with disabilities than are afforded by this chapter. Nothing in this chapter shall be construed to preclude the prohibition of, or the imposition of restrictions on, smoking in places of employment covered by subchapter I of this chapter [title I], in transportation covered by subchapter II or III of this chapter [title II or III], or in places of public accommodation covered by subchapter III of this chapter [title III].

(c) Insurance. - Subchapters I through III of this chapter [titles I through III] and title IV of this Act shall not be construed to prohibit or restrict-

(1) an insurer, hospital or medical service company, health maintenance organization, or any agent, or entity that administers benefit plans, or similar organizations from underwriting risks, classifying risks, or administering such risks that are based on or not inconsistent with State law; or

(2) a person or organization covered by this chapter from establishing, sponsoring, observing or administering the terms of a bona fide benefit plan that are based on underwriting risks, classifying risks, or administering such risks that are based on or not inconsistent with State law; or

(3) a person or organization covered by this chapter from establishing, sponsoring, observing or administering the terms of a bona fide benefit plan that is not subject to State laws that regulate insurance.

Paragraphs (1), (2), and (3) shall not be used as a subterfuge to evade the purposes of subchapter I and III of this chapter [titles I and III].

(d) Accommodations and services. - Nothing in this chapter shall be construed to require an individual with a disability to accept an accommodation, aid, service, opportunity, or benefit which such individual chooses not to accept.

(e) Benefits under State worker's compensation laws

Nothing in this chapter alters the standards for determining eligibility for benefits under State worker's compensation laws or under State and Federal disability benefit programs.

(f) Fundamental alteration

Nothing in this chapter alters the provision of section 12182(b)(2)(A)(ii) of this title, specifying that reasonable modifications in policies, practices, or procedures shall be required, unless an entity can demonstrate that making such modifications in policies, practices, or procedures, including academic requirements in postsecondary education, would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations involved.

(g) Claims of no disability

Nothing in this chapter shall provide the basis for a claim by an individual without a disability that the individual was subject to discrimination because of the individual's lack of disability.

(h) Reasonable accommodations and modifications

A covered entity under subchapter I of this chapter, a public entity under subchapter II of this chapter, and any person who owns, leases (or leases to), or operates a place of public accommodation under subchapter III of this chapter, need not provide a reasonable accommodation or a reasonable modification to policies, practices, or procedures to an individual who meets the definition of disability in section 12102(1) of this title solely under subparagraph (C) of such section.

STATE IMMUNITY

SEC. 12202. [Section 502]

A State shall not be immune under the eleventh amendment to the Constitution of the United States from an action in Federal or State court of competent jurisdiction for a violation of this chapter. In any action against a State for a violation of the requirements of this chapter, remedies (including remedies both at law and in equity) are available for such a violation to the same extent as such remedies are available for such a violation in an action against any public or private entity other than a State.

PROHIBITION AGAINST RETALIATION AND COERCION

SEC. 12203. *[Section 503]*

(a) Retaliation. - No person shall discriminate against any individual because such individual has opposed any act or practice made unlawful by this chapter or because such individual made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this chapter.

(b) Interference, coercion, or intimidation. - It shall be unlawful to coerce, intimidate, threaten, or interfere with any individual in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right granted or protected by this chapter.

(c) Remedies and procedures. - The remedies and procedures available under sections 12117, 12133, and 12188 of this title *[sections 107, 203 and 308]* shall be available to aggrieved persons for violations of subsections (a) and (b) of this section, with respect to subchapter I, subchapter II and subchapter III, respectively, of this chapter *[title I, title II and title III, respectively]*.

[42 USC § 2000e-5 note]

(a) AMERICANS WITH DISABILITIES ACT OF 1990. — The amendments made by section 3 *[Lilly Ledbetter Fair Pay Act of 2009, PL 111-2, 123 Stat. 5]* shall apply to claims of discrimination in compensation brought under title I and section 503 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq., 12203), pursuant to section 107(a) of such Act (42 U.S.C. 12117(a)), which adopts the powers, remedies, and procedures set forth in section 706 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-5).

REGULATIONS BY THE ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD

SEC. 12204. *[Section 504]*

(a) Issuance of guidelines. - Not later than 9 months after July 26, 1990 *[the date of enactment of this Act]*, the Architectural and Transportation Barriers Compliance Board shall issue minimum guidelines that shall supplement the existing Minimum Guidelines and Requirements for Accessible Design for purposes of subchapters II and III of this chapter *[titles II and III]*. (b) Contents of guidelines. - The supplemental guidelines issued under subsection (a) of this section shall establish additional requirements, consistent with this chapter, to ensure that buildings, facilities, rail passenger cars, and vehicles are accessible, in terms of architecture and design, transportation, and communication, to individuals with disabilities.

(c) Qualified historic properties. -

(1) In general. - The supplemental guidelines issued under subsection (a) of this section shall include procedures and requirements for alterations that will threaten or destroy the historic significance of qualified historic buildings and facilities as defined in 4.1.7(1)(a) of the Uniform Federal Accessibility Standards.

(2) Sites eligible for listing in National Register. - With respect to alterations of buildings or facilities that are eligible for listing in the National Register of Historic Places under the National Historic Preservation Act (16 U.S.C. 470 et seq.), the guidelines described in paragraph (1) shall, at a minimum, maintain the procedures and requirements established in 4.1.7(1) and (2) of the Uniform Federal Accessibility Standards.

(3) Other sites. - With respect to alterations of buildings or facilities designated as historic under State or local law, the guidelines described in paragraph (1) shall establish procedures equivalent to those established by 4.1.7(1)(b) and (c) of the Uniform Federal Accessibility Standards, and shall require, at a minimum, compliance with the requirements established in 4.1.7(2) of such standards.

ATTORNEY'S FEES

SEC. 12205. *[Section 505]*

In any action or administrative proceeding commenced pursuant to this chapter, the court or agency, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee, including litigation expenses, and costs, and the United States shall be liable for the foregoing the same as a private individual.

Rule of construction regarding regulatory authority

SEC. 12205a. [Section 506]

The authority to issue regulations granted to the Equal Employment Opportunity Commission, the Attorney General, and the Secretary of Transportation under this chapter includes the authority to issue regulations implementing the definitions of disability in section 12102 of this title (including rules of construction) and the definitions in section 12103 of this title, consistent with the ADA Amendments Act of 2008.

TECHNICAL ASSISTANCE

SEC. 12206. [Section 507]

(a) Plan for assistance. -

(1) In general. - Not later than 180 days after July 26, 1990 *[the date of enactment of this Act]*, the Attorney General, in consultation with the Chair of the Equal Employment Opportunity Commission, the Secretary of Transportation, the Chair of the Architectural and Transportation Barriers Compliance Board, and the Chairman of the Federal Communications Commission, shall develop a plan to assist entities covered under this chapter, and other Federal agencies, in understanding the responsibility of such entities and agencies under this chapter.

(2) Publication of plan. - The Attorney General shall publish the plan referred to in paragraph (1) for public comment in accordance with subchapter II of chapter 5 of title 5 *[United States Code]* (commonly known as the Administrative Procedure Act).

(b) Agency and public assistance. - The Attorney General may obtain the assistance of other Federal agencies in carrying out subsection (a) of this section, including the National Council on Disability, the President's Committee on Employment of People with Disabilities, the Small Business Administration, and the Department of Commerce.

(c) Implementation. -

(1) Rendering assistance. - Each Federal agency that has responsibility under paragraph (2) for implementing this chapter may render technical assistance to individuals and institutions that have rights or duties under the respective subchapter or subchapters of this chapter for which such agency has responsibility.

(2) Implementation of subchapters. -

(A) Subchapter I *[Title I]*. - The Equal Employment Opportunity Commission and the Attorney General shall implement the plan for assistance developed under subsection (a) of this section, for subchapter I of this chapter *[title I]*. (B) Subchapter II *[Title II]*. -

(i) Part A *[Subtitle A]*. - The Attorney General shall implement such plan for assistance for part A of subchapter II of this chapter *[subtitle A of title II]*.

(ii) Part B *[Subtitle B]*. - The Secretary of Transportation shall implement such plan for assistance for part B of subchapter II of this chapter *[subtitle B of title II]*.

(C) Subchapter III *[Title III]*. - The Attorney General, in coordination with the Secretary of Transportation and the Chair of the Architectural Transportation Barriers Compliance Board, shall implement such plan for assistance for subchapter III of this chapter, except for section 12184 of this title *[section 304]*, the plan for assistance for which shall be implemented by the Secretary of Transportation.

(D) Title IV. - The Chairman of the Federal Communications Commission, in coordination with the Attorney General, shall implement such plan for assistance for title IV.

(3) Technical assistance manuals. - Each Federal agency that has responsibility under paragraph (2) for implementing this chapter shall, as part of its implementation responsibilities, ensure the availability and provision of appropriate technical assistance manuals to individuals or entities with rights or duties under this chapter no later than six months after applicable final regulations are published under subchapters I, II, and III of this chapter [titles I, II, and III] and title IV.

(d) Grants and contracts. -

(1) In general. - Each Federal agency that has responsibility under subsection (c)(2) of this section for implementing this chapter may make grants or award contracts to effectuate the purposes of this section, subject to the availability of appropriations. Such grants and contracts may be awarded to individuals, institutions not organized for profit and no part of the net earnings of which inures to the benefit of any private shareholder or individual (including educational institutions), and associations representing individuals who have rights or duties under this chapter. Contracts may be awarded to entities organized for profit, but such entities may not be the recipients or grants described in this paragraph.

(2) Dissemination of information. - Such grants and contracts, among other uses, may be designed to ensure wide dissemination of information about the rights and duties established by this chapter and to provide information and technical assistance about techniques for effective compliance with this chapter.

(e) Failure to receive assistance. - An employer, public accommodation, or other entity covered under this chapter shall not be excused from compliance with the requirements of this chapter because of any failure to receive technical assistance under this section, including any failure in the development or dissemination of any technical assistance manual authorized by this section.

FEDERAL WILDERNESS AREAS

SEC. 12207. [Section 508]

(a) Study. - The National Council on Disability shall conduct a study and report on the effect that wilderness designations and wilderness land management practices have on the ability of individuals with disabilities to use and enjoy the National Wilderness Preservation System as established under the Wilderness Act (16 U.S.C. 1131 et seq.).

(b) Submission of report. - Not later than 1 year after July 26, 1990 [the date of enactment of this Act], the National Council on Disability shall submit the report required under subsection (a) of this section to Congress.

(c) Specific wilderness access. -

(1) In general. - Congress reaffirms that nothing in the Wilderness Act [16 U.S.C. 1131 et seq.] is to be construed as prohibiting the use of a wheelchair in a wilderness area by an individual whose disability requires use of a wheelchair, and consistent with the Wilderness Act no agency is required to provide any form of special treatment or accommodation, or to construct any facilities or modify any conditions of lands within a wilderness area in order to facilitate such use.

(2) Definition. - For purposes of paragraph (1), the term “wheelchair” means a device designed solely for use by a mobility-impaired person for locomotion, that is suitable for use in an indoor pedestrian area.

TRANVESTITES

SEC. 12208. [Section 509]

For the purposes of this chapter, the term “disabled” or “disability” shall not apply to an individual solely because that individual is a transvestite.

COVERAGE OF CONGRESS AND THE AGENCIES OF THE LEGISLATIVE BRANCH

SEC. 12209. [Section 510]

(a) Coverage of the Senate. -

(1) Commitment to Rule XLII. - The Senate reaffirms its commitment to Rule XLII of the Standing Rules of the Senate which provides as follows:

“No member, officer, or employee of the Senate shall, with respect to employment by the Senate or any office thereof-

“(a) fail or refuse to hire an individual;

“(b) discharge an individual; or

“(c) otherwise discriminate against an individual with respect to promotion, compensation, or terms, conditions, or privileges of employment on the basis of such individual's race, color, religion, sex, national origin, age, or state of physical handicap.”

(2) Matters other than employment. -

(A) In general. - The rights and protections under this chapter shall, subject to subparagraph (B), apply with respect to the conduct of the Senate regarding matters other than employment.

(B) Remedies. - The Architect of the Capitol shall establish remedies and procedures to be utilized with respect to the rights and protections provided pursuant to subparagraph (A). Such remedies and procedures shall apply exclusively, after approval in accordance with subparagraph (C).

(C) Proposed remedies and procedures. - For purposes of subparagraph (B), the Architect of the Capitol shall submit proposed remedies and procedures to the Senate Committee on Rules and Administration. The remedies and procedures shall be effective upon the approval of the Committee on Rules and Administration.

(3) Exercise of rulemaking power. - Notwithstanding any other provision of law, enforcement and adjudication of the rights and protections referred to in paragraph (2)(A) shall be within the exclusive jurisdiction of the United States Senate. The provisions of paragraph (1), (2) are enacted by the Senate as an exercise of the rulemaking power of the Senate, with full recognition of the right of the Senate to change its rules, in the same manner, and to the same extent, as in the case of any other rule of the Senate.

(b) Coverage of the House of Representatives. -

(1) In general. - Notwithstanding any other provision of this chapter or of law, the purposes of this chapter shall, subject to paragraphs (2) and (3), apply in their entirety to the House of Representatives.

(2) Employment in the House. -

(A) Application. - The rights and protections under this chapter shall, subject to subparagraph (B), apply with respect to any employee in an employment position in the House of Representatives and any employing authority of the House of Representatives.

(B) Administration. -

(i) In general. - In the administration of this paragraph, the remedies and procedures made applicable pursuant to the resolution described in clause (ii) shall apply exclusively.

(ii) Resolution. - The resolution referred to in clause (i) is House Resolution 15 of the One Hundred First Congress, as agreed to January 3, 1989, or any other provision that continues in effect the provisions of, or is a successor to, the Fair Employment Practices Resolution (House Resolution 558 of the One Hundredth Congress, as agreed to October 4, 1988).

(C) Exercise of rulemaking power. - The provisions of subparagraph (B) are enacted by the House of Representatives as an exercise of the rulemaking power of the House of Representatives, with full recognition of the right of the House to change its rules, in the same manner, and to the same extent as in the case of any other rule of the House.

(3) Matters other than employment. -

(A) In general. - The rights and protections under this chapter shall, subject to subparagraph (B), apply with respect to the conduct of the House of Representatives regarding matters other than employment.

(B) Remedies. - The Architect of the Capitol shall establish remedies and procedures to be utilized with respect to the rights and protections provided pursuant to subparagraph (A). Such remedies and procedures shall apply exclusively, after approval in accordance with subparagraph (C).

(C) Approval. - For purposes of subparagraph (B), the Architect of the Capitol shall submit proposed remedies and procedures to the Speaker of the House of Representatives. The remedies and procedures shall be effective upon the approval of the Speaker, after consultation with the House Office Building Commission.

(c) Instrumentalities of Congress. -

(1) In general. - The rights and protections under this chapter shall, subject to paragraph (2), apply with respect to the conduct of each instrumentality of the Congress.

(2) Establishment of remedies and procedures by instrumentalities. - The chief official of each instrumentality of the Congress shall establish remedies and procedures to be utilized with respect to the rights and protections provided pursuant to paragraph (1). Such remedies and procedures shall apply exclusively, except for the employees who are defined as Senate employees, in section 201(c)(1) of the Civil Rights Act of 1991.

(3) Report to Congress. - The chief official of each instrumentality of the Congress shall, after establishing remedies and procedures for purposes of paragraph (2), submit to the Congress a report describing the remedies and procedures.

(4) Definition of instrumentalities. - For purposes of this section, instrumentalities of the Congress include the following: the Architect of the Capitol, the Congressional Budget Office, the General Accounting Office, the Government Printing Office, the Library of Congress, the Office of Technology Assessment, and the United States Botanic Garden.

(5) Construction. - Nothing in this section shall alter the enforcement procedures for individuals with disabilities provided in the General Accounting Office Personnel Act of 1980 [31 U.S.C. 731 *et seq.*] and regulations promulgated pursuant to that Act.

ILLEGAL USE OF DRUGS

SEC. 12210. [Section 511]

(a) In general. - For purposes of this chapter, the term "individual with a disability" does not include an individual who is currently engaging in the illegal use of drugs, when the covered entity acts on the basis of such use.

(b) Rules of construction. - Nothing in subsection (a) of this section shall be construed to exclude as an individual with a disability an individual who-

(1) has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;

(2) is participating in a supervised rehabilitation program and is no longer engaging in such use; or

(3) is erroneously regarded as engaging in such use, but is not engaging in such use; except that it shall not be a violation of this chapter for a covered entity to adopt or administer reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual described in paragraph (1) or (2) is no longer engaging in the illegal use of drugs; however, nothing in this section shall be construed to encourage, prohibit, restrict, or authorize the conducting of testing for the illegal use of drugs.

(c) Health and other services. - Notwithstanding subsection (a) of this section and section 12211(b)(3) of this title [section 512(b)(3)], an individual shall not be denied health services, or services provided in connection with drug rehabilitation, on the basis of the current illegal use of drugs if the individual is otherwise entitled to such services.

(d) Definition of illegal use of drugs. -

(1) In general. - The term "illegal use of drugs" means the use of drugs, the possession or distribution of which is unlawful under the Controlled Substances Act (21 U.S.C. 812). Such term does not include the use of a drug taken under supervision by a licensed health care professional, or other uses authorized by the Controlled Substances Act or other provisions of Federal law.

(2) Drugs

The term “drug” means a controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act [21 U.S.C. 812].

DEFINITIONS

SEC. 12211. [Section 512]

(a) Homosexuality and bisexuality. - For purposes of the definition of “disability” in section 12102(2) of this title [section 3(2)], homosexuality and bisexuality are not impairments and as such are not disabilities under this chapter.

(b) Certain conditions. - Under this chapter, the term “disability” shall not include-

(1) transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders;

(2) compulsive gambling, kleptomania, or pyromania; or

(3) psychoactive substance use disorders resulting from current illegal use of drugs.

ALTERNATIVE MEANS OF DISPUTE RESOLUTION

SEC. 12212. [Section 514]

Where appropriate and to the extent authorized by law, the use of alternative means of dispute resolution, including settlement negotiations, conciliation, facilitation, mediation, factfinding, minitrials, and arbitration, is encouraged to resolve disputes arising under this chapter.

SEVERABILITY

SEC. 12213. [Section 515]

Should any provision in this chapter be found to be unconstitutional by a court of law, such provision shall be severed from the remainder of the chapter, and such action shall not affect the enforceability of the remaining provisions of the chapter.

[Approved July 26, 1990]

For support contact angelsupport@socc.edu

For support please contact angelsupport@socc.edu.

Log On

Username

Password

Log On

[I forgot my password](#)

Public Information

[Southwestern Library](#)
[Southwestern Campus Calendar](#)
[In the News](#)
[Public Surveys](#)

System Check



Explorer

Version: 8 Platform: Windows
Resolution: 1920x1080 (32 bit color)

Requirements



Ajax



Cookies



Java



Javascript



Popups

Plugins



Acrobat Reader 7



Flash Player 10



Quicktime Player 5



Windows Media

Search and Help

[Course Search](#)
[Community Search](#)
[Help](#)

powered by the ANGEL[®] LMS

2009 ORS § 341.709¹

Annual audit required

- (1) The board of a community college district shall cause to have prepared an annual audit of the books and accounts of the district, including but not limited to student body funds, athletic funds, cafeteria funds, and other similar funds collected by the college. The audit statements must be filed with the administrative office for the district on or before December 31 of the year in which the audit is conducted.
- (2) Accountants employed under this section must be selected from the roster of authorized municipal accountants maintained by the Oregon Board of Accountancy under ORS 297.670 (Board of Accountancy to prepare and maintain roster). [1971 c.513 §51; 1987 c.159 §1]

...

(No annotations for this section.)

¹ Legislative Counsel Committee, *CHAPTER 341—Community Colleges*, <http://www.leg.state.or.us/ors/341.html> (2009) (last accessed Mar. 8, 2010).

² OregonLaws.org contains the contents of Volume 21 of the ORS, inserted alongside the pertinent statutes. See the preface to the ORS Annotations for more information.

³ OregonLaws.org assembles these lists by analyzing references between Sections. Each listed item refers back to the current Section in its own text. The result reveals relationships in the code that may not have otherwise been apparent.

Currency Information

by WebLaws.org
www.oregonlaws.org



ANNUAL REPORT 2010-2011



50 Years!

HONORING OUR PAST, LIGHTING THE FUTURE
1961-2011



Message from the President



Dr. Patty Scott, Ed.D.
President
Southwestern Oregon
Community College

Go Lakers!



50 Years!

To our colleagues and members of our communities,

2011 was an important year for the college. Fifty years after starting the college by the vote of the people on May 1, 1961, we celebrated the college history with alumni, community members, faculty, staff, and dignitaries. We unveiled a “50 years of SWOCC” history book written by Foundation Chair, Bill Lansing. The Board of Education honored the founding Chairman and Longshoremen Henry Hansen by naming the grassy area on campus between several of the original buildings, Henry Hansen Union Square commemorating his contribution to the community college movement in Oregon and specifically for his work at getting SWOCC chartered.

On October 8, in recognition of a long-time staff member who worked at the college for 38 years, the court in Prosper Hall was been named – John Speasl Court. John Speasl was a faculty member, coach and athletic director who coached numerous All-Conference and All-American athletes in volleyball and wrestling. He also was voted by the SWOCC student body as the life sciences professor of the year for three years in a row.

We also recognized the 50 previous student presidents and distinguished alumni at a Foundation event. It was wonderful to hear the stories of 50 years of previous graduates and learn how their experience at SWOCC shaped and impacted their lives. The event truly was an evening of inspiration.

The new campus in Curry County will be open for business in January 2012. Like the longshoremen 50 years ago, many foundations, trusts, businesses, individu-

als, and even the state legislature have contributed to the project to ensure the nearly 20-year-old dream of a state-of-the-art educational facility in Curry County came true. This 24,920 square foot two-story northwest lodge style structure, designed as a “College in a Building” will serve the needs of the Curry citizen for years to come.

The College is accredited by the Northwest Commission on Colleges and Universities. In 2010, NWCCU approved new standards. Moving from a process that involved a self-study report every 10 years, we are now on a seven year cycle where we have a visit or report each year. Our Year One report was submitted on March 1 and we received confirmation that our accreditation was reaffirmed in August. The college is now preparing for a comprehensive visit in April, 2012.

The college continues to plug along in a very tough economy. State funding has dropped 25% in the last three years while the cost to provide quality education continues to increase as we struggle to keep current with technology and the latest techniques in instructional delivery. Enrollments continue to be strong as we help students achieve their goals and dreams.

The college appreciates the support it receives from our communities from Reedsport to the California border and East to Myrtle Point and all places in between. We look forward to the next 50 years of delivery of quality programs and services to our community.

Sincerely,
Dr. Patty Scott, Ed.D.

2010-11 Strategic Plan Highlights

SWOCC is committed to a practice of evaluating and assessing the effectiveness of the college. The following illustrates Strategic Plan goals outcomes achieved through program reviews that occurred at all levels of the college:

1. Ensure access to diverse learning opportunities:
 - Many changes related to financial aid processing have been implemented for the 2011-12 academic year.
2. Provide access to support services for students, staff, and the community:
 - Increased offerings were made available to in-district high school students through College Now and High School Credit Recovery through Transitional Education.
3. Maintain and develop quality learning opportunities to

encourage student success and achievement:

- The Allied Health Pathway is being expanded to offer additional certificates. SWOCC participated in development of the statewide Green Tech Certificate. The Business Management/Entrepreneurship program has been updated to align with the National Entrepreneurship Standards and can now be earned entirely online.
4. Support student lifelong learning and goal attainment:
 - Two career exploration courses are being added to the curriculum: Intro to Natural Resources (NR 199A) and Intro to Healthcare Careers (AH 100). Intro to Entrepreneurship (BA 150), a three credit course, was also added.

5. Create the vision and structure for long-term college sustainability and growth:
 - Board members continue to actively advocate for community colleges at the state and federal level through participation in OCCA.
6. Support college growth through appropriate planning, budgeting, and assessment:
 - All enterprise units had a positive ending fund balance.
7. Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities:
 - SWOCC now streams video of graduation, seminars, athletics, and other college events online.
 - The new welding mobile lab visited facilities and events throughout Oregon.

Southwestern's Accreditation Report

Southwestern Oregon Community College is accredited by the nationally recognized regional accrediting agency Northwest Commission on Colleges and Universities (NWCCU). The NWCCU reaffirmed SWOCC's accreditation following a 2002 full review, 2007 Fifth Year Interim Visit, and 2009 Focused Interim Visit. A handful of individual programs — Culinary, Early

Childhood Education, Emergency Medical Technician, Nursing, and Transitional Education — are accredited by other agencies.

The NWCCU shifted last year from a ten-year cycle of reports and visits to a seven-year process of more frequent systemic self and peer evaluation. The NWCCU accreditation process contains five reporting standards. SWOCC completed and submitted Standard

One in February 2011. The NWCCU Board of Commissioners sent their conclusions to SWOCC in August. The Accreditation Steering Committee continues to make progress toward the other four standards scheduled for completion by March 2012, seeking feedback from employees, students, and other stakeholders. A full-scale accreditation visit will follow in April 2012.

Green Jobs

College administrators, recognizing an increasing demand for green jobs, have created an Oregon Green Technician Certificate. The program offers training for occupations in energy efficiency and renewable energy industries, including occupations that have long-term demand, offer the potential for high wage, career pathway jobs, and support local sourcing and innovation. The certificate has been designed to offer a broad-based technician program infused with sustainable topics and considerations. Classes began Fall Term of 2011.

www.tocowa.org/Projects-and-Programs/Green-Technician-Certificate

50th Anniversary

Southwestern Oregon Community College began a yearlong celebration of its 50th birthday in April. The Prefontaine Masters Track Meet, May 1 dedication of Legacy Bricks, and a special graduation ceremony all were held in the 2010-11 school year.

The first annual Prefontaine Masters Track Meet was held at the SWOCC track and field complex in April. The college hosted Masters athletes from Oregon, California, Idaho, and Washington. The attendance of Elfrieda Prefontaine, mother of legendary runner Steve Prefontaine, made the event extra special for participants and spectators.

Southwestern Oregon Community College officially celebrated its 50th birthday on a delightfully sunny Sunday afternoon on May 1. Board members from the Laker Club Alumni Association assembled the event to unveil sections of Legacy Bricks purchased by students, alumni, employees, community members, and organizations to commemorate their experience at, or support of, Oregon's first community college district. Organizers estimated more than 60 people attended the presentation honoring our past and paving our future. All Legacy Brick proceeds support students and alumni through the Laker Club Alumni Association.

Peter Hansen, son of SWOCC founding father Henry Hansen, spoke at the college's 50th graduation June 10 in the Prosper Hall gymnasium on the Coos Campus. SWOCC was the vision of Peter's father, longshoreman Henry Hansen. With the support of his local International Longshore and Warehouse Union (ILWU), Henry Hansen lobbied extensively in Salem for a community college on the South Coast of Oregon. His effort culminated in the birth of Southwestern Oregon College, as it was known then, on May 1, 1961. The college district originally stretched along the coast from Florence to Port Orford and Henry was the chair of its first Board of Education. The first graduation ceremonies were held in 1962 at the old navy gymnasium at the North Bend airport. The college awarded one Associate in Arts Degree, eight Electronics Certificates, six Automotive Technology Certificates, eleven Stenographic Certificates, and three General Office Certificates.



50 Years!

HONORING OUR PAST, LIGHTING THE FUTURE
1961 - 2011

Later in June, the College Board voted unanimously to name same grassy quad where the Legacy Bricks will be placed as Henry Hansen Union Square to honor the college's founding father and the many historical contributions of the Local 12 chapter of the International Longshoreman's and Warehouse Union (ILWU).

A full schedule of activities is planned to continue through June 2012. The highlight of the anniversary year was a community celebration on October 8, 2011. Many from the community, as well as alumni and students, joined in the festivities, food, and entertainment in recognition of the college's first 50 years. A commemorative book and video documenting the college's first 50 years was also unveiled and Henry Hansen Union Square was dedicated.

People throughout the college district are also invited to attend the January 2012 grand opening of the new Curry Campus in Brookings. The year of celebration will conclude with the 51st annual commencement which will recognize the 50th class of nurses, the longest running continuous program of study among Oregon's community colleges.

A schedule and other information are also available at www.socc.edu/50th.

Visit our web site and share your memories.
www.socc.edu/50th

CURRY CAMPUS CONSTRUCTION UPDATE

Opening January 4, 2012

On July 1, 2010, Southwestern's Board of Education, staff, elected officials and members of the community gather at the site of the new Curry Campus for the official ground breaking. On June 26, 2011, the Board of Education returned to tour the construction project before their annual board meeting at the Brookings Center. The building was well on its way to becoming a "campus in a building." Much of the exterior was complete and insulation and sheet rock were beginning to define the interior rooms. But outside the rock removal was still a working in progress and the rock breaker was still hard at work carving the center of the parking lot into a bioswale, part of the rainwater runoff management system designed to filter rainwater runoff before returning it to the surrounding wetlands.

The project is scheduled for completion November 18, 2011, with a projected opening for classes Winter Term, 2012. The Curry Campus Dedication is scheduled for January 27, 2012, at 2 pm.

The new Curry Campus was designed with wireless connectivity, video conferencing, and SMART technology in classrooms and convening spaces. The community wing includes a catering/ demonstration kitchen, dividable community room, dividable art room, lobby, and after-hours entrance. The lobby and hallway will be used to rotate art and cultural displays. Community events can utilize

the nearby two-story commons area, outside commons, and upstairs meeting room for networking and planning with minimal disruption to the day-to-day operations of the college.

The facility offers many informal indoor and outside places to gather for study, networking, and collaboration. 21st Century technology will allow the college to host local workforce trainings, small conferences, community gatherings, and regional workshops and link students and communities to the SWOCC Coos Campus and beyond. A fully equipped allied health training center, computer and science labs make training in Brookings possible and accessible.

Building construction has been largely funded through the sale of Recovery Zone Economic Development bonds and a \$2.3 million matching grant from the State of Oregon. Fundraising has been ongoing for the furniture, fixtures and equipment. In May, The Ford Family Foundation, based in Roseburg, awarded the College \$300,000 toward furniture, fixtures, and equipment for the multiuse areas available for community use. On June 30th, the College received a \$400,000 appropriation at the close of the legislative session in thanks



July 2010



July 2011

to the efforts of Representative Wayne Krieger. Individuals and businesses from Curry and Coos counties, and beyond, have contributed well over \$200,000 in donations and pledges.

Future donations will help support the growth of academic and student support programs, purchase additional educational equipment, and provide student scholarships. Those interested in making a tax-deductible contribution can still do so by visiting the college website at www.socc.edu. Click on the red "Donate Now" button on the right side of the screen and select the designation program you prefer.

Message from the Executive Director of the College Foundation

Through the gifts from alumni, faculty and staff, retirees, and community supporters, Southwestern has for fifty years evolved into an exceptional educational facility. We have been hearing from the alumni loud and clear that their lives were transformed by their educational experience here. And those stories of gratitude are showing all of us the reasons for continuing to support this place where people gather to teach and to learn.

I had the pleasure of working with the people in Curry County, gathering their gifts to fulfill their vision for a new campus. Now it is my duty and honor to work with Coos and Curry people who want to see that Southwestern and our regional economy thrive.

The Foundation added many new members to the board of directors this year with the goal of building stronger engagement with the business community. The board is comprised of a very good cross-section of men and women dedicated to the mission of friendraising and fundraising. Dick Vigue, who had served as Chairman of the Foundation through many years remains on the Board and passed the torch to allow the board to elect the new Chairman, Bill Lansing. We still seek board members from Curry County to continue the philanthropy which grew during the Curry County Campus Campaign.

The Foundation received funding for three new endowed scholarship

funds this year. Read on to learn more about the families establishing these permanent funds including: Bill and Ann Lansing (Ann Lansing Endowed Scholarship), Jean Sorenson (Vernon C. and Jean G. Sorenson Endowed Scholarship), Carol Baughman (Gerald Baughman Memorial Fund).

The Foundation received \$50,000 from new local sources to match \$50,000 donated through the James and Marion Miller Foundation. Thanks to all who helped Southwestern reach the match for this challenge grant from the Miller Foundation. Many of the fifty students who were awarded this scholarship may not have attended if this match was not met.

It seems like a miracle that the new Curry Campus is about to open its doors, but it is the result of many years of planning, the determination of President Scott, the College and Foundation Boards, and the fundraising team including Janet Pretti, Dean of Curry Campus, Peggy Goergen, the former dean of Curry Campus, Cherie Mitchell, College Board Member and both fundraising chairs: Representative Wayne Krieger and Gary Milliman. Ford Family Foundation is the largest private sector donor contributing \$300,000. The appropriation from the Oregon Legislature of \$2.3 million and the recent appropriation of \$400,000 were due to the unwavering leadership of Wayne Krieger.



Karen Pringle

The smaller gifts and grants matter too, such as the generosity of a local doctor that enabled the purchase of three heart defibrillators to be located close to the outdoor track and ball fields. The Bay Area Hospital offered a grant to properly store this special equipment. Our hats are off to Umpqua Bank, Dick Vigue and Northwestern Mutual Financial, and the Mill Casino and RV Park for underwriting an inspiring lecture on leadership and a dinner to thank our donors. The board would like to welcome you to campus for events and we hope you will accept our invitations throughout the year.

The Southwestern Oregon Community College Foundation is a tax-exempt 501(c)(3) public foundation organized exclusively for the purpose of supporting higher education in connection with Southwestern Oregon Community College (<http://www.socc.edu/>). The Foundation was incorporated in 1962 and has assets of approximately \$3,039,554 (June 30, 2011), including endowments, temporarily restricted funds and unrestricted funds. It accepts gifts of cash, stocks, bonds, real estate, personal property, life insurance and equipment. It accepts and manages charitable remainder trusts and lead trusts and is licensed to issue gift annuities in the State of Oregon. The Foundation accepts lifetime gifts and gifts by bequest. The federal ID number is 93-6031563.

- **122 scholarships were awarded to 89 students.**
- **\$400,000 in tuition waivers offered to qualifying students and to high school students having a 3.75 GPA or higher.**
- **160 students qualified for scholarships but Southwestern was unable to extend scholarship support to all who applied.**

Miller Foundation Scholarship Challenge:

We met the Miller Challenge!

For the third and final year, the Southwestern Community College Foundation will receive \$50,000 in matching scholarship funds from the James F. and Marion L. Miller Foundation.

Forty more students this year will receive the financial support they need to pursue their education. Thanks to SWOCC Foundation supporters, we have met the challenge every year by donors increasing their gifts or giving for the first time. Thank you to the following donors, you are awesome:

Vicki L. Anderson
Marion E. Babcock
Carol J. Baughman
Books By The Bay, LLC
Brookings Anonymous Donor
Patricia A. Borchert
Coos Bay Vision Center
Timothy W. Dailey
Ray & Dora Daniels

Dr. John Flaxel
Kat Flores
Sylvia B. Giustina
Bill & Ann Lansing
Bruce S. Locker
Judy A. Mogan
Barbara E. Knudsen Foundation
Craig & Susan Nelson Foundation
Ron Olson
Randy Z. Rema

Roseburg Forest Products
Smullin Foundation
Jean Sorenson
Sorooptimist of Brookings
Ed & Judy Swenson
Gary & Shirley Tonn
Richard & Janice Vigue
Wells Fargo Bank
James W. Young

What does this mean for our students and our community? Let's hear from a few students who received the Miller Scholarship in 2010-2011:

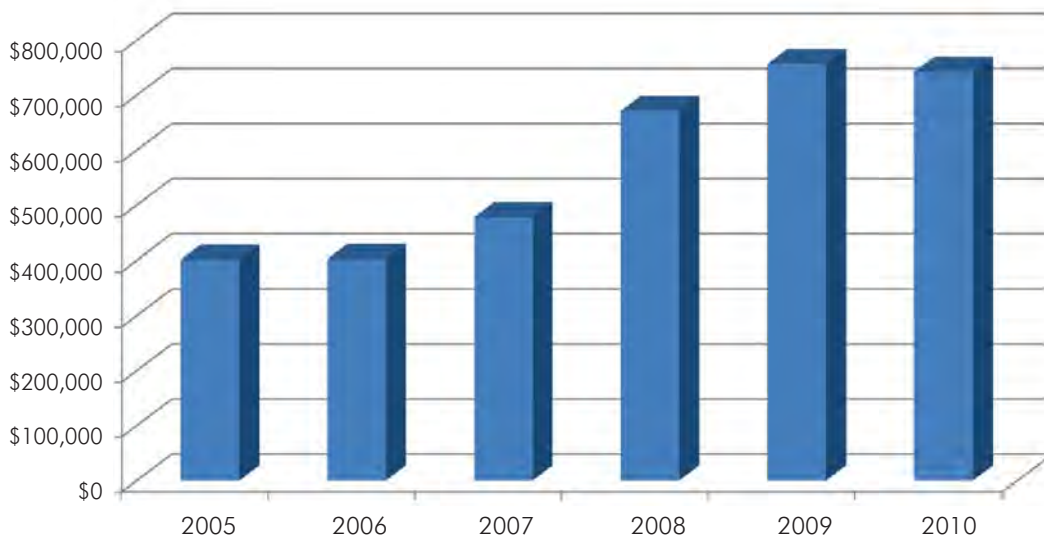
Mark Burnapp: "Thank you for the generous scholarship. This past summer I interned on the South Slough National Estuarine Research Reserve to reestablished native Olympia Oysters to Coos Bay. My interest is science and my goal is to manage natural resources."

Sarah Cooney: "I grew up in Coos Bay where I participated in sports. Thank you for the scholarship, it is a big help and allows me to attend school. I plan to earn a degree in human services."

Justin Thomas: "I was born in Coos Bay, and plan to obtain my AS/OT in business, and transfer to SOU. I dream of owning my own business. My most sincere gratitude for your generous gift."

Kristy Watson: "I grew up in Gold Beach. I have a strong desire to be a nurse. Thank you for your support and kindness."

Gifts, Grants, and Contributions



It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 511. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator. This publication is courtesy of Southwestern Oregon Community College and the Southwestern Foundation.

Ann Lansing Scholarship Fund



Bill and Ann Lansing

Late last year, the Southwestern Oregon Community College Foundation received a gift that creates a sustainable scholarship for students in need of financial help to return to

annually to the financially disadvantaged to assist their efforts to seek a post-secondary education.

There were several reasons leading to this decision to endow the scholarship at Southwestern. In Bill's words: "All too often the underprivileged, displaced workers and single parents are left out of the vision for financial support to return to college and I wanted to focus on this population. While Ann was not officially prepared at Smith College to teach reading and study skills at SWOCC, she found a niche and got a sense of satisfaction in helping students along the path to better education which in turn opened options for them in the future."

Further, Bill was motivated by the timing of the Miller Foundation pledge to match 1:1 every dollar of new contributions to Southwestern. He added: "I hoped that this small effort would encourage others to make contributions to the SWOCC Foundation for other worthy causes."

college. That gift came in the form of an endowment in the amount of \$25,000 from Ann and Bill Lansing that established the Ann Lansing Scholarship Fund. They stipulated that they wanted the principal to be invested and the earnings to be awarded

Vernon C. and Jean G. Sorenson Memorial Scholarship

Jean G. Sorenson, wife of the late Vernon C. Sorenson, former instructor at Southwestern, gifted \$10,000 to begin the Vernon C. and Jean G. Sorenson Memorial Scholarship fund. The scholarship is for students from the college district with an interest in the arts, music or languages. This is fitting because Vernon taught French, German and Photography between 1962 and 1982. He was head of the Arts Division and president of both of the Faculty Senate and the American Federation of Teachers Local Union. Jean, now age 90, recalls that Vernon was a big advocate of a comprehensive community college. Back in those days, the instructors on the "vocational" side and the "college transfer" side worked together. Students were encouraged to sign up for welding and art, forestry and conversational German, and surveying and geography. It was a very exciting time." Pete, Vernon and Jean's son,



Vernon and Jean Sorenson

Southwestern's distinguished alumnus, tells of his mother's participation at Southwestern. "Mom took calligraphy and she volunteered with the 'faculty wives club' to help students. Jean and Vernon's other son, John, is also a Southwestern alumnus. Jean has recently loaned the Foundation twenty of Vernon's photographs taken in 1971-72 while he was traveling in Europe and studying French language and literature in Paris. Seven of these photos are on display in the Foundation Office including one of the Canterbury Cathedral with Jean pictured in the lower right hand corner. A photograph of Vernon and Jean Sorenson is displayed as well. We celebrate this new

memorial scholarship and hope you will visit the Foundation Offices in Tioga Hall to see the photo legacy that brought the European landscape and streetscape to the students of the rural South coast.

Gerald Baughman Endowed Fund

Southwestern has many heroes and one of them is Carol Baughman who honored her late husband by establishing an endowed fund through a gift to the Foundation. Carol's husband, Gerald (Jerry) Baughman, passed away last January. Carol's daughter, Penny, suggested that the family honor their husband, father and grandfather with a fund to support what Jerry believed in – that is the opportunity for an apprenticeship. Carol started an endowed fund at Southwestern with the gift of \$10,000. This year Carol added more to the endowment to speed up the earnings to be large enough to begin a significantly sized fund for now and in perpetuity. Carol shared a few illustrations about Jerry's full life, and why he would have wanted to give back through a gift. Jerry was dedicated and fully engaged for the long term in many aspects of his life. He was a member of the Coos Bay Fire Department from

1938 to 1960. He joined the U.S. Coast Guard Reserve during WWII and spent the weekends patrolling locally on both land and at sea. Jerry worked as a carpenter with his father and became owner and partner of Baughman & Son Inc. For 40 years he worked on many projects throughout the state, including homes, schools, warehouses, state parks, Job Corp camps, bridges, sewer plants and on Southwestern's campus. He was national director of the Associated General Contractors for 16 years. For forty years he was an active member of the Pacific Orchid Society of Coos Bay and traveled extensively hosting groups of orchid lovers who attended World Orchid conferences throughout the world. We honor Carol and her family for planting a seed at Southwestern that will grow opportunities for students, and thus more enriched and fulfilled lives like Jerry's.



Linda Prefontaine

2011 DISTINGUISHED ALUMNI

Linda Prefontaine

Linda Prefontaine is the 2011 recipient of the Distinguished Alumni Award. The honor recognizes a Southwestern Oregon Community College alumnus who impacts those people around them with

their contributions of excellence in their professional and personal life.

Linda attended SWOCC from 1971-73, earning an Associate's degree. An excellent tennis player and overall athlete, she was a three-time district doubles champion, State of Oregon quarter finalist, and State semifinalist in high school. Linda played tennis for the SWOCC Lakers, voted Team Captain and Most Valuable Player as a sophomore. Following her academic transfer to the University of Oregon, she earned a PAC 8 Northern Division Doubles Championship. Linda graduated in 1975 with a Bachelor's degree in Elementary Education from the University of Oregon.

Following college, Linda learned the game of racquetball, winning the 1978 Oregon State Singles Championship, placing second in the Amateur

National, and placing third in the International Racquetball Championships. She turned professional in 1979, maintaining a top ten ranking throughout most of her career.

In 1981, Linda retired from professional racquetball to pursue a career in teaching and coaching. She also has devoted much energy to keeping alive the spirit of her brother Steve Prefontaine, using his memory and legacy to illustrate to others the value of hard work and dedication to achieve goals and dreams. Linda created Prefontaine Productions LLC in 2006 to create items to inspire runners in the spirit of her brother. She also helped author a children's book in Steve's name with all royalties given to Blossom Gulch Elementary School in Coos Bay.

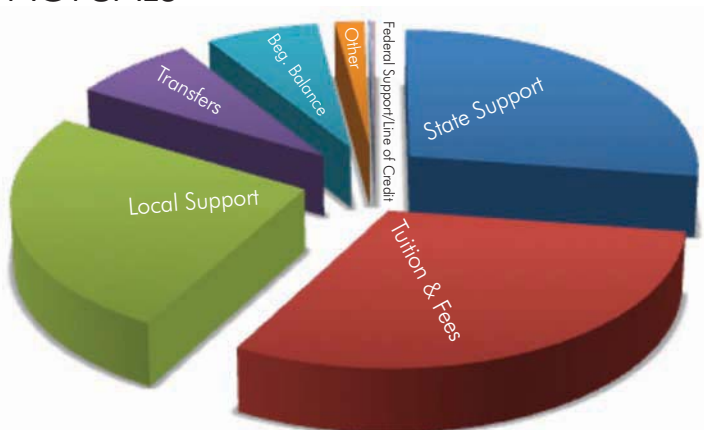
An active person in the community, Linda established the Linda Prefontaine Fund with the Oregon Community Foundation in 2009.

"My intentions are to help fund animal shelters in Coos Bay and Eugene and to set up a scholarship program to help young females who have demonstrated a talent in music, arts, or athletics but do not have the funds to pursue their dreams," Linda said.

Student and Campus Data

2010-2011 Budget

ACTUALS



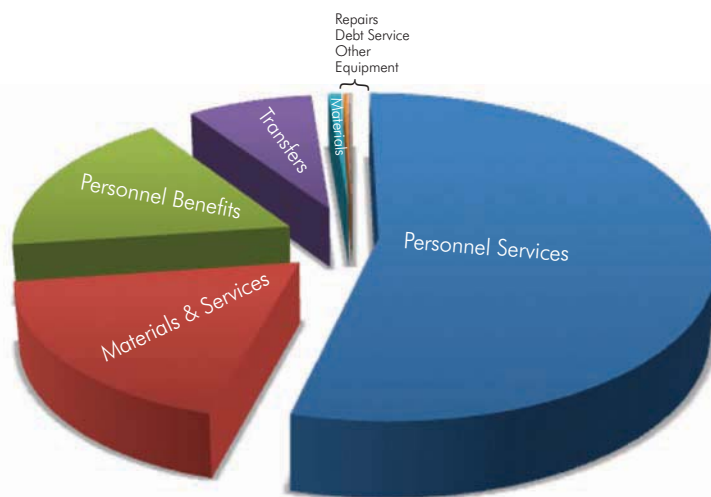
RESOURCES

State Support	\$5,210,358
Tuition and Fees	\$5,862,532
Local Support	\$4,867,125
Transfers from Other Funds	\$1,443,476
Beginning Fund Balance	\$1,303,717
Other Income	\$340,582
Federal Support	\$38,745
Line-of-Credit/Lease Proceeds	\$25,500

TOTAL

\$19,092,035

State Funding reduced by \$1,715,801 after adoption of the 2010-2011 budget.



EXPENDITURES

Personnel Services	\$9,115,537
Materials and Services	\$3,126,668
Personnel Benefits	\$2,957,138
Transfers to Other Funds	\$1,386,106
Materials/Services for Resale	\$141,855
Equipment	\$48,022
Debt Service on Line-of-Credit	\$15,500
Other Expenses (Net of Waivers)	\$15,266
Repairs	\$7,335

ENDING FUND BALANCE

\$2,278,608

2010-2011

Student Headcount 10,265

Full-Time Equivalent 3,389

Gender

Male	Female	Undisclosed
43%	56%	1%

Average Class Size 15

Student Majors

Career	Transfer or Undecided
35%	65%

Residency (By Headcount)

Students attending Southwestern who live in Coos, Curry or Western Douglas counties (known as In-District Students) 87%

Students attending Southwestern who live outside Coos, Curry or Western Douglas counties (known as Out-of-District Students) 13%

College Facts

Acres Owned 174

Number of Buildings 52

Programs of Study

Number of degrees and one-year certificates	34
Pathways Certificates	15

2010-11 Adopted Budget \$58,742,156

Southwestern Foundation Holdings \$ 3,057,492

Employees

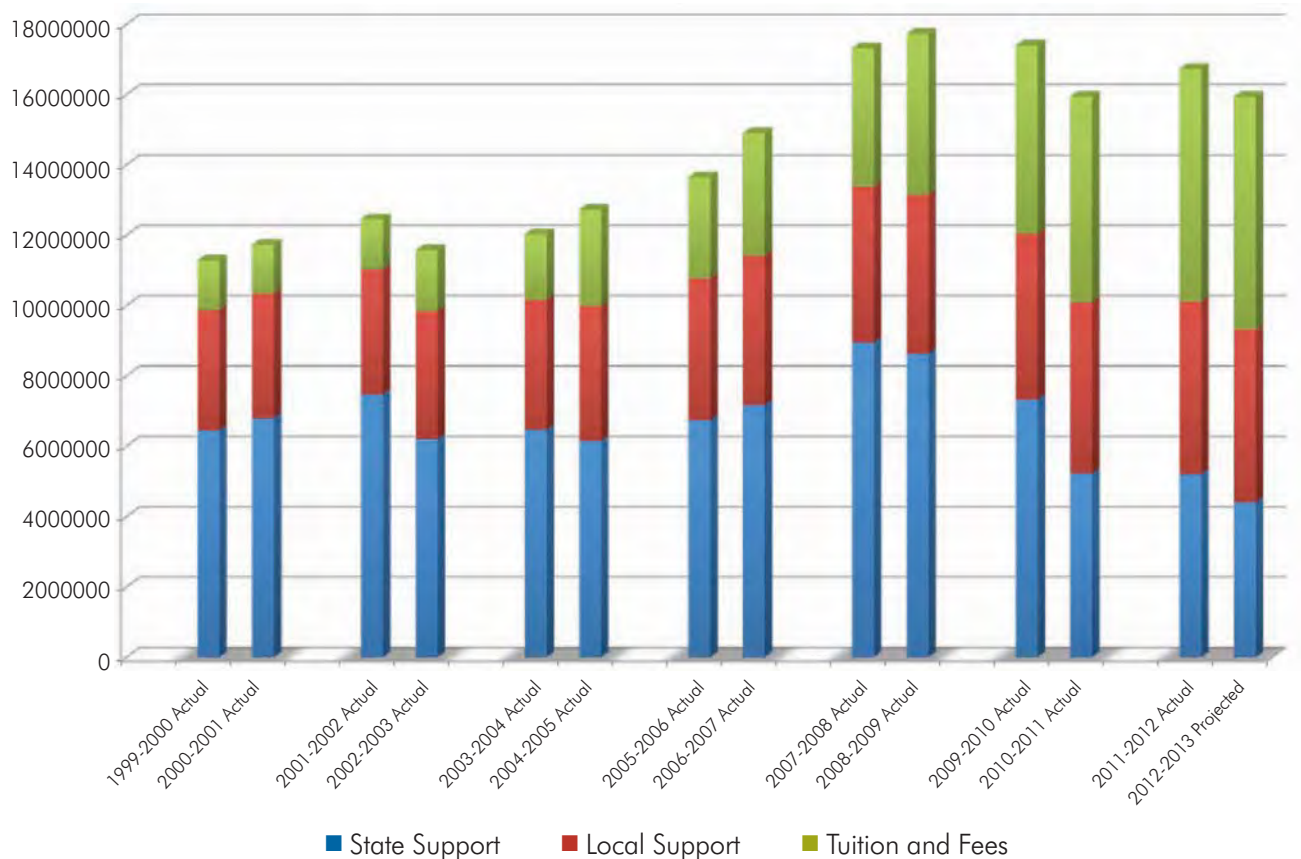
222	183
Full-Time	Part-Time

Library Holdings

59,521 Physical

In terms of electronic holdings, the library provides access to the full-text of more than 29,700 digitized periodicals, 7,300 essays, 12,600 e-books, 9,700 downloadable audio books, and 600 online reference books.

History of General Fund Revenue



LAKER CLUB

Southwestern's Alumni Association

The Laker Club is the alumni association of Southwestern Oregon Community College. Inaugurated in 2007, the Laker Club has over 850 members. The alumni association is free (no membership fees or dues) to all who have taken at least one class. Being a member of the Laker Club entitles members to free admission to Laker Club events. The Laker Club will also keep you informed of Southwestern Oregon Community College news via email and give you an opportunity to connect with other Southwestern Alumnus.

If you are a graduate of Southwestern, or know someone who is, please provide current contact information by filling out our online Laker Club membership form.

Laker Club Association Vision/Mission Statements

VISION STATEMENT

The Laker Club Alumni Association will provide opportunities to promote, support, serve, reconnect and celebrate Southwestern students and community.

MISSION STATEMENT

The purpose of the Laker Club is to develop a network to honor Southwestern's history, to instill pride and to create a legacy.



**Contact the Southwestern Foundation at 541-888-7211 or lakerclub@socc.edu.
Sign up online at: https://www.socc.edu/forms/laker_club.cfm**

Oregon Coast Culinary Institute Highlights

The Oregon Coast Culinary Institute (OCCI) youth team received a gold medal August 4 at the American Culinary Federation (ACF) National Convention in Anaheim, California. As a result, the group will compete against the best in the world at the 2012 IKA/Culinary Olympics in Erfurt, Germany. The pinnacle competition in culinary art takes place once every four years.



of Oregon Dungeness Crab, Oregon pink shrimp, and local Albacore tuna. The event was filmed by the Food

Network and co-hosted by conservationist Jeff Corwin and Certified Master Chef John Folse.

OCCI also offered many educational programs throughout the 2010-11 academic year including:

- Cooking up a Storm in July, a culinary camp for 16-years-and-older high school students.

- Taste of the Northwest on November 19, an

The members of the gold medal team are Edalyn Garcia, Reilly Meehan, Alfonso Mendoza, Maddie Cutts, and Brittney Cummings. All are OCCI students and each member had to try out for the team. The students are coached by Chef Randy Torres. The group trained together for five months, practicing several versions of chosen concepts until the end result was perfected. Each team had to prepare a four course meal, three separate plated desserts, and a cold garde manger platter with portions for eight at the August event.



exotic menu of wild game, local mushrooms, fresh seafood, and rustic breads, topped-off with fanciful desserts.

- The addition of a spring term cohort.
- 5th Annual East Meets West dinner on May 13, offering a delicious variety of international

Also in August, OCCI Chef Woojay Poynter CSC represented the state of Oregon at the 2010 Great American Seafood Cook-Off. The 7th annual event was held at the Morial Convention Center in New Orleans. He was among fourteen accomplished and up-and-coming chefs from the United States vying for the national title. Participating chefs created unique dishes utilizing seafood native to their home state. Poynter produced seven entrée plates in one hour consisting



dishes reflective of their studies in regional and international cuisine.

Fundraisers were plentiful, including many new ventures. A Masquerade Ice Ball celebrated the arrival of the New Year and the sale of gourmet snacks made of a much more appetizing Super Bowl Sunday. OCCI also held a Valentine's Day Dinner to raise money for Team USA's trip to the Culinary Olympics and student charity bake sales raised \$3,061 for South Coast Food Share and the American Red Cross Japan Relief Fund.

Students Give Back

Southwestern Oregon Community College students are actively involved in many facets of our community. They also regularly reach out to people in need across the nation and the world. Here are some of their stories from the 2010-11 academic year.

The SWOCC Gaming Club organized an event called Gaming for Life on November 13. The 24-hour gaming marathon donated more than \$700 to Portland's Doernbecher Children's Hospital. Each participant found people to sponsor a certain amount for every hour they played during the event.

SWOCC's basketball teams united January 2 in a battle against cancer. The teams are sold black and pink "Fight like a Girl" t-shirts with all proceeds helping women prevent, diagnose, and fight breast cancer. Those who wore the official t-shirts received free admission to both basketball games January 2. The annual event raised \$2,000 for Bree's Boutique. The resale shop uses money raised through retail sales to cover breast exam and mammogram expenses.

The SWOCC Rugby Club, in its first year, played an exhibition game in Florence April 3. The game, scheduled against Western Oregon University (WOU), raised money for the Siuslaw Boosters Ian Foster Fund supporting athletic participation fee assistance for student athletes.



Oregon Coast Culinary Institute (OCCI) students held their annual charity bake sales in May. The event serves as the students' capstone project and proceeds provided food and shelter through the local Oregon Coast Food Share program and the American Red Cross Japanese Tsunami Relief program. Each dollar donated to Oregon Coast Food Share is equivalent to seven pounds of food. The bake sales raised a total of \$3,061 for the two charities.

SWOCC students Sabrina Andrews and **Junpei Iiyama** brought together a showcase of musicians and bands May 21 to raise funds and awareness for the survivors of the Japan earthquake and tsunami. The event, held in the Hales Center for the Performing Arts on the Coos Campus, raised \$377 for Coos Bay's sister city of Choshi, Japan.



Students from a Coos Campus speech class organized a marathon event called Hoop-a-Palooza where participants played basketball over a 24-hour period beginning June 3 to raise money for Special Olympics to help offset the expense of a local track event and the SWOCC Foundation for a student scholarship during the upcoming academic year. The group of students raised \$250 for a student scholarship and \$200 for Special Olympics. Another group in the same class raised \$300 through the planning of a Relief Run (5K/10K) for victims of Alabama's spring tornado outbreak.



On February 21, SWOCC students, led by student **Sara Smith**, kicked off a fundraising campaign for the new Curry Campus. Proceeds from the Pennies from Campus to Campus fundraising drive help furnish and equip the new

facility offering the services of an entire campus under one roof. The goal was to collect enough pennies to symbolically stretch the 110 miles between SWOCC's Coos Campus and the location of the new Curry Campus. The students calculated it would take over 9.3 million pennies to accomplish this feat, roughly \$93,000. As of June 2011, the students has raised an impressive \$3,000 in change and other contributions. Those wishing to contribute can still contact Karina Smith, SWOCC's Coordinator of Student Life, at 541-888-7316.

Creating Opportunities

Thank You Foundation Donors 2010-2011

Harry & Francie Abel
Abel Insurance Agency
Access Rehabilitation, LLC
George & Eva Ahuna
Gary & Jill Alford
Mary E. Allen
Pat & Huntley D. Alvey
Dorothy L. Anacleto
Phill Anderson & Baxter Baird
Susan L. Anderson
Associated Oregon Loggers, Inc.
Robert & Wendy Barber
Richard & Mary Bateman
Bay Area Chamber of Commerce
Bay Area Health District
Paula M. Bechtold
Michelle R. Benoit
John & Pamela Berman
Elizabeth M. Berndt
Robert Black
Sandra M. Blodgett
Susan A. Boal
Hans A. Boettcher
Books By The Bay, LLC
Bob Braddock
John D. Breuer
David Bridgham
Kenneth F. Brooke
Brookings Harbor Education
Foundation
Terry L. Brueckner
Corky & Bets Byrtus
Patricia Cagley
Paige Cannon
Carl & Camilla Rietman
Charitable Foundation
Carpenter Foundation
Dana D. Casey
Jill E. Christiana
Nancy M. Clarke
Coastal Auto Center
Roz Cohen
Andrew E. Combs
Confrerie De La Chaine Des Rot
Molly Cooley
Coos ATV & Cycle Center, Inc.
Coos Bay Toyota
Coos County Sheriff Posse
Coos County Voiture 40 Ets
Coos Head Builders Supply
Coquille Economic Development
Coquille School District 8
Charles E. & Beverly Couture
Craig & Susan Nelson Foundation
Chetco Federal Credit Union
Melissa Cribbins

Howard W. Crombie
Carolyn K. Cronberger
Curry Board of Realtors
Patricia Davidson
James B. Davison
Margaret Dean
Mary A. Debolt
Jan Dille
Roger Dixon, DMD
Barbara R. Dodrill
Dyer Partnership Engineers
Karl A. & Kristie Easttorp
Tracey L. Eckley
Electrical Workers #932
Elkton High School
Robert Emmons
Eric E. Farm
Guy Faust
Dr. John Flaxel
Kat Flores
Barbara Emily Knudson
Foundation
Steven D. Fowler
Freeman Marine Equipment
George Gabriel
Ida Jo Gates
Gordon W. Gates
Bill & Peggy Goergen
Gordon Elwood Foundation
Steven & Joan Greif
Kim S. Griffin
William & Linda Grile
Kip Gumm
Francis Guthridge
Mark C. Hamlin
Jim V. Hankins
Peter Hansen & Clarinda Hanson
Norman S. Hansen
Dale E. Harris
Robert F. Hart
Karen Helland
Bonnie Henderson
Faye L. Hopkins
Trevor J. & Katherine Hoppe
Dr. Hosack
Hough Macadam & Wartnik, LLC
Rick Howell
ILWU Coast Longshore Division
ILWU Local 14
ILWU Local 40
ILWU Local 92
ILWU Women's Auxiliary No. 1
Ron Steffens & Zita Ingham
Innovative Physical Therapy
International Longshore &
Warehouse Union

Donald B. Ivy
Jill S. Jacobson
James F. & Marion L. Miller
Foundation
Marcia E. Jensen
James P. Johnson
Kampfer Brothers
Frances & Iain Dennis Karroll
Michael & Rosalind Keiser
Diane L. Kinney
Steve & Linda Kridelbaugh
Thomas & Jean Kyle
Bill & Ann Lansing
John C. Liggett
Local 21 General Fund
Lyle Lundquist
Steve Maine
Anna M. Marca
Gayle J. Martin
Philip Matthews Construction,
LLC
Charles P. McKay
Dave McKinley
Maryanne McKinley
Jeffrey & Catherine McKeown
Catherine R. Meier
Kathleen D. Mickelson
The Mill Casino & RV Park
Jennifer Miller
Gary & Caroline Milliman
Judy A. Mogan
Joni & Dutch Mostert
Tom & Deb Nicholls
Ben Nolan
North Bend Volunteer Fire
Department
Northwestern Mutual
Financial Services
James A. Okonek
Ron & Alison Olson
ORCA Communications
Oregon Community Foundation
Oregon Federal Credit Union
Oregon Resources Corporation
Oregon State Sheriffs Association
Don G. Perkins
Marit K. Pierce
Patricia A. Piper
Toni Poole
Porters RVs
Roland F. Potts
Powers Community Scholarship
Shannon W. Poynter
Prefontaine Memorial Run
Verna B. Pretti

Lonnie & Janet Pretti
Troy J. Rambo
Ray's Charitable Foundation
Reese Electric
Robert L. Reeves
Randy Z. Rema
Mill Resort & Casino
Wallace C. Robbins
Dorman Robbins
Lori G. Robertson
June Roby-Bloom
Roseburg Forest Products
Sause Brothers
Dennis & Debra Schade
Carolyn B. Self
Caspar W. Sharples
Barbara J. Shreckengost
Karim Shumaker
Marjorie A. Simmons
Timm Slater
Mowry Smith
Smullin Foundation
South Coast Employer's Council
South Coast ILWU Federal
Credit Union
Southern Coos Foundation
Southwestern Oregon
ILWU Pension
Duffy & Veneita G. Stender
Mary-Margaret Stockert
Joe P. Stoneburg
Don F. Strahan
Leal Sundet
Dana L. Sweatt
Ed & Judy Swenson
Alan A. Taylor
Susan E. Thornton
Gary & Shirley Tonn
Lysbeth Toribio
Coquille Indian Tribe
Umpqua Bank
Unified Grocers, Inc.
Carol L. Ventgen
Joanne Verger
Richard & Janice Vigue
John C. Vincent
Susan K. Walker
Kathleen M. Walsh
Adam P. Whitlatch
Alan L. Whitney
Frank Williams
Carolyn M. Williams
Tina L. Woodworth
James W. Young

Donations in Honor or Memory of Others

IN MEMORY OF GERALD BAUGHMAN

Carol J. Baughman

IN MEMORY OF VERNON BRECKE

Richard C. Brecke
Brenda Brecke
Jeffrey Brenner
Ron Eachus
Stanley E. Erickson
Chris J. Flammang, III
Robert B. Fondren
Gayline L. Johnson
Mark & Judith Lucas
Lyle Lundquist
John A. Mackey
Pamela Odell
Jon C. Richards
Jerry M. Scott
Rhonda G. Starelli
Mary M. Troy
Gregory Williams
Lionel D. Youst

IN MEMORY OF RANDY CARPENTER

Randy Carpenter Memorial
Foundation

IN HONOR OF MIKE GROBEN

Harry & Francie Abel
Associated Oregon Loggers,
Inc.
Elizabeth M. Berndt
Jim Churchill
Clarence Jensen Trust
Nancy M. Clarke
Coos Foundation, Inc.
Roger Dixon, DMD
Douglas Timber Operators
Friends of Minerology
Charles & Linda Goodwin
Jim & Sue Graves
Rodney F. Grene
John S. Griffith, Jr.
Sharleen Harvey
Dorothy M. Heagy
Tom Hoesly
Ken & Diane Hoffine
Marcia E. Jensen
Robert W. Jones
Kampfer Brothers
Bill & Ann Lansing
Janice E. Lyon
McCarthy Brothers, Inc.
McCarthy Estates, Inc.
Kenneth C. Messerle

R.A. Pettey Jr.
J. Gerald Phillips
Stan Potter
Ragon & Sons, Inc.
Richard H. Rickson
Jason W. Smith
Scott & Kim Starkey
Gregory L. Stone
Joe P. Stoneburg
Maxine N. Stout
Ronald & Joyce Stuntzner
Jack P. Taylor, III
Tower Motor Co.
John Warjone
Bob Wyatt

IN MEMORY OF TYLER HOFFMAN

William A. Burget
Charleston Volunteer
Firefighters Association
Judy M. Cooper
Vincent Mackey
North Bend Volunteer
Fire Dept.

IN MEMORY OF CHRISTINE SCHOLEY

Ronald P. Bell
Jane L. Briggs
Robin Bunnell
Cheryl J. Davies
Lisa A. Fletcher-Gordon
Ron Steffens & Zita Ingham
Anna M. Marca
Jennifer Miller
Rob & Diana Schab

IN MEMORY OF VERNON SORENSON

Barbara Arandet
Anita Cowling
Lodene Grace
Jennifer Leitner
Greta Sorenson
Janelle Sorenson
Jean Sorenson
Peter Sorenson

IN MEMORY OF VIRGINIA SMITH

VAN DUZER
Judith Rae Van Duzer Uno



Margaret Dean

Margaret Dean made a gift of \$25,000 to the new Curry Campus of Southwestern Oregon Community College. The gift comes just in time because the new campus still needs donations to purchase furnishings, fixtures and equipment. The computer lab and the allied health classrooms will need equipment comparable to

that found in workplace settings where students will be headed after graduation. The college will show their thanks by naming a room in honor of Jack and Margaret Dean.

At 101 years of age, Maggie, as many of her friends call her, attributes her long life to being happy. She says she believes in education, and especially the need for a college to be close enough for students to attend. This isn't the first gift Maggie has made to Southwestern. Her attorney, a financial advisor and the gift planner at Southwestern talked with Maggie in 1998 and showed her the benefits of setting up a Charitable Remainder Trust. The gift to Southwestern was invested and grows enough to compound and to offer a fixed income paid quarterly. Maggie has also gifted many of those quarterly payments back to Southwestern. When this trust matures, the remainder will continue to fund the Jack and Margaret Dean Scholarship Fund. Many students will receive the bounty of Jack and Margaret Dean's generosity.

College Board of Education Members



Harry Abel, Jr.
ABEL INSURANCE



Susan Anderson
OREGON EDUCATION
ASSOCIATION



David Bridgham
RETIRED CERTIFIED
DENTAL TECHNICIAN



Rick Howell
RETIRED ESD
SUPERINTENDENT



Marcia Jensen
WEYERHAEUSER CO.



Julie Kremers
CITY OF COOS BAY



Cherie Mitchell
FLORA PACIFICA

Foundation Board Members

Bob Braddock
Jordan Cove Energy Project L.P.

Don Ivy
Coquille Tribe

Mark Wall
Roseburg Resources Co.

Brenda Brecke
Retired Dean, SWOCC
Educational Consultant –
Brecke Enterprises LLC

Pete Johnson
North Bend Medical

Jim Young
Oregon Department of Forestry

Ken Brooke
Director of Caddie and Guest Services
Bandon Dunes

Jean Kyle - Secretary
Retired South Coast Educator

Dick Vigue
Northwestern Mutual Financial Network
and The Vigue Company

Andy Combs
Whitty, Littlefield, McDaniel &
Bodkin, LLP

Judy Ann Mogan
My Yarn Shop

Dr. John Flaxel
Bay Eye Clinic

Joni Mostert
Umpqua Bank

Dr. Patti Gates
Optometrist

Randy Rema
Reese Electric

Dan Smith
Oregon Resources Corporation

EX OFFICIOS:

Administration:

Patty Scott, President

Linda Kridelbaugh, VP Admin. Services

Classified:

Vacant

Faculty:

Ron Metzger

SWOCC Board of Education:

David Bridgham

Live Link as of February 1, 2012:

<http://www.socc.edu/board/bb/annual-reports/index.shtml>



[SOCC Home](#) | [Maps](#) | [Calendar](#) | [Contact Us](#)

[Home](#) | [About](#) | [Academics](#) | [Admissions](#) | [Athletics](#) | [Campus Services](#) | [Distance Learning](#)

[Home](#)

[Annual Reports](#)

[Audit](#)

[Board Members](#)

[Budget](#)

[Goals](#)

[Materials](#)

[Meetings Dates](#)

[Minutes](#)

[Mission](#)

[Organizational Chart](#)

[Policies](#)

[Resources](#)

[Strategic Plan](#)

[Home](#) > [Annual Reports](#)

Annual Reports

[Annual Report 2011](#) (3.7 MB)

[Annual Report 2010](#) (3.7 MB)

[Annual Report 2009](#) (5.3 MB)

[Annual Report 2008](#) (6.2 MB)

[Annual Report 2007](#) (829 KB)

[Annual Report 2006](#) (4.0 MB)

[Top of Page](#)

 [E-mail](#)  [Printer Friendly](#)



[Admissions](#) | [Jobs](#) | [Disability](#) | [Bookstore](#) | [Library](#) | [Campus Policies](#) | [Terms of Use](#) | [Contact Us](#)

© 1998 - 2012 Southwestern Oregon Community College • All rights reserved.
1988 Newmark Avenue, Coos Bay, OR 97420 • (541) 888.2525 • 1.800.962.2838
Southwestern Oregon Community College is an equal opportunity educator and employer.
[News feeds](#)

PAGE	TRANSFER EMPHASIS	DEGREE OR DIRECT TRANSFER	TRANSFER AGREEMENT
36-37	Athletic Training	AS	Washington State University Eastern Washington University
12-14	Associate of Arts/Oregon Transfer	AA/OT	Oregon University System
18-19 38-39	Associate of Science/Oregon Transfer Business	AS/OT-BUS	Oregon University System
45-46	Childhood Education and Family Studies	AS	Eastern Oregon University Portland State University
47-48	Childhood Education and Family Studies	AAS	Southern Oregon University
64-65	Criminal Justice	AS	Southern Oregon University
72-73	Engineering	AS	
79-80	Mathematics	AS	
81-82	Marine Biology	AS	University of Oregon
88	Natural Science	AS	
96-97	Physical Education	AS	Eastern Oregon University
16-17	Oregon Transfer Module	OTM	Oregon Community Colleges Oregon University System

ASSOCIATE OF SCIENCE DEGREE

The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their discipline requirements.

NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are highly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess current and future physical fitness needs.
- Create and perform an effective physical conditioning program for lifetime wellness.
- Understand how muscular strength and endurance, muscular flexibility, cardiorespiratory fitness, and body composition affect lifetime wellness.

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
 - Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.
- ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, COMPUTER SCIENCE, MATH

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community, and the world.

- Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models, and further questions confidently, and creatively.

The following curricula are governed by a formal transfer agreement with a four-year university and must be followed specifically to satisfy Associate of Science Degree requirements: Childhood Education and Family Studies Emphasis, Criminal Justice Administration Emphasis, Athletic Training Emphasis, Physical Education Emphasis, Engineering Emphasis, Mathematics Emphasis, and Natural Science Emphasis.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the AS is awarded.

Complete elective courses to reach a total of 90 credits. The courses must be numbered 100 or above. Career-technical courses may only be applied to the AS degree in the following curricula which are governed by formal transfer agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog transfer pages). Career-technical courses offered at community colleges in Oregon are identified by specific alpha prefixes, see page 104.

Childhood Education & Family Studies Emphasis

Criminal Justice Emphasis

Athletic Training Emphasis

Physical Education Emphasis

Engineering Emphasis

Mathematics Emphasis

Natural Science Emphasis

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

GENERAL EDUCATION REQUIREMENTS	DISTRIBUTION REQUIREMENTS <i>Courses must be at least three (3) credits each complete six (6) credits each from the following Related Area of Instruction Requirements.</i>			ELECTIVES
WRITING Nine (9) credit hours at a level equivalent to WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better)	ARTS AND LETTERS Six (6) credit hours. <i>Note: A second year foreign language may be included, but not first year.</i> ART115, 116, 117, 131, 132, 133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292 ASL201, 202, 203 ENG104, 105, 106, 107, 108, 109, 201, 202, 203, 204, 205, 206 GER201, 202, 203 HUM204, 205, 206 J 203, 205, 215, 217 MUP105 MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263 PHL101, 102, 103 SP100, 111, 112, 217, 218, 219, 220 SPAN201, 202, 203 WR214, 214T, 241, 242, 243	SOCIAL SCIENCES Six (6) credit hours. ANTH101, 102, 103, 221, 222, 223, 230, 231, 232 CJ101 ECON201, 202 ED169, 258 GEOG105 HDFS140, 222, 229, 247 HST101, 102, 103, 104, 201, 202, 203, 240 PS201, 202, 203 PSY100, 201, 202, 203, 228, 231, 237, 239, 240 SOC105, 204, 205, 206, 208, 210, 213, 221, 243 WS101	SCIENCE/MATH/COMPUTER SCIENCE Six (6) credit hours. LABORATORY COURSES: BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234 CHEM 221, 222, 223 G201, 202, 203 GS104, 105, 106, 107, 108 PH201, 202, 203; 211, 212, 213 OTHER APPROVED COURSES: BI140, 149 BOT201 CHEM110 CS160, 161, 162, 261 ENGR111, 112, 201, 202, 203, 211, 212, 213 G146, 207, 220, 221, 246, 291 MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	Students may take any college-level course that would bring total credits to 90 quarter hours. Career and Technical Education courses may only be applied to the AS degree in the designated emphasis areas which are governed by agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog program page). Career technical courses offered at community college are identified by a specific alpha prefixes, see page 104.
SPEECH/ORAL COMMUNICATION One course taken from SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better)				
MATHEMATICS Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)				
HEALTH, WELLNESS AND FITNESS PE185 (3 courses) or One (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)				<i>Note: A maximum of nine (9) credits of PE185 may be applied to the AS degree.</i> <i>Three (3) credit hours of PE185 may be granted toward an Associate Science degree for completion of military basic training. A copy of the military transcript or DD-214 is required.</i> <i>Courses numbered 199/299 will qualify as elective credit only.</i> <i>Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.</i>

Associated Student Government Southwestern Oregon Community College By-Laws

Section I

Implementation, Adoption, and Repeal of By-Laws:

1. The By-laws shall be the means whereby the precepts of the Constitution are implemented.
2. All the By-laws are subject to revisions at any time deemed necessary and shall be subject to the approval of the ASGSWOCC.
3. In order to be passed, the By-laws must be approved by a three fourths vote of the ASGSWOCC. Once a by-law is passed, it shall take effect immediately, except in the case of Section VIII.
 - a. When a change is made to Section VIII, Duties and Responsibilities of the Executive Cabinet and Directors, it shall take place after the last day of classes spring term.

Section II

Quorum:

1. Quorum is defined as fifty percent of the voting members of ASGSWOCC plus one.
 - a. Voting members are those who are executives, directors, and senators.

Section III

Appropriations:

1. No funds or monies of the ASGSWOCC are to be donated, spent, or contributed to any organization or concern not directly affiliated with the Southwestern Oregon Community College district, students, faculty, staff, or campus.

Section IV

Student Body Office Eligibility:

1. All compensated members of ASGSWOCC shall be registered for, and maintain, at least 12 credits for each term that he/she is in office.
2. All members of ASGSWOCC shall maintain a 2.5 accumulative GPA while in office.
3. No current member of the Southwestern Oregon Community College classified staff bargaining unit, faculty bargaining unit, supervisor, administrator, or confidential employee shall be allowed to run for or hold any student body office.

Section V

Terms of Office:

1. The term of office of members of ASGSWOCC shall be defined as the last day of classes spring term through the last day of classes of the following spring term.
2. A single person can only hold a compensated ASGSWOCC position for two years.
3. All compensated members of ASGSWOCC shall be required to serve a minimum of twelve office hours a week.

Section VI

Judicial, Administrative, and Legislative Actions:

1. Judicial
 - a. The Judicial Board is responsible for deciding if the by-laws and/or election code have been violated, or any other misuse of student resources.
 - b. The President, Vice President, and Secretary will make all judicial interpretations.
 - i. A two-thirds majority of ASGSWOCC can over-rule the judicial decision.
2. Administrative
 - a. Administrative actions are to enforce the decisions made by the Judicial Board.
 - b. Administrative Actions are to be enforced by the Executive Cabinet.
3. Legislative
 - a. Legislation may be drawn to the attention of ASGSWOCC by any member of ASGSWOCC through petitions bearing the signatures of 25 regularly enrolled students of SWOCC.

Section VII

Executive Cabinet:

1. The Executive Cabinet will set into operations the duties and tasks directed by the President, in accordance with the goals established for the year.
2. The Executive Cabinet shall consist of the President, Vice President, and Secretary.

Section VIII

Duties of the President shall include but not be limited to:

1. The President shall be an advocate for all students on campus.
2. The President shall preside at all meetings of the ASGSWOCC
 - a. The President is responsible for preparing the agenda prior to the weekly ASGSWOCC meeting.
3. The President is responsible for being the liaison between the students, the administration, and the Board of Education.
4. The President is an ex-officio member of the Board of Education and is responsible for keeping the board informed of students' needs and rights
5. The President shall be the Faculty Senate Representative from ASGSWOCC
6. The President shall exercise all right of the office including:
 - a. Appointing and dissolving committees;
 - b. Vetoing actions not in the best interest of the students
 - i. The President cannot veto his or her removal from office.
 - ii. A presidential veto can be over-ridden by a three-fourths vote of the ASGSWOCC
7. The President shall provide the leadership in the development and maintenance of all ASGSWOCC activities.
8. The President shall supervise and evaluate the work of the Executive Cabinet.
9. The President shall assume other duties as needed.

Duties of the Vice President shall include but not be limited to:

1. The Vice President shall be an advocate for all students on campus.
2. The Vice President shall assume the office of the President if the office is vacated before the term has expired.
3. The Vice President shall assume the responsibilities of the Secretary if the office is vacated before the term has expired, until a new Secretary is put into office.
4. The Vice President shall preside at ASGSWOCC meetings and all other functions at the request of the President.
5. The Vice President shall be the liaison between the OCCSA and ASGSWOCC
6. Attend the monthly OCCSA board meetings and report back to ASGSWOCC what is going on.
 - a. Has the authority to make decisions at these meetings that are in the best interest of Southwestern Oregon Community College.
 - b. Stay up to date with what is going on around the state between OCCSA board meetings.
10. The Vice President shall be the official Southwestern Oregon Community College student representative and contact regarding Federal and State legislative issues, the Oregon Community College Student Association, statewide concerns, and business relating to community college students in general.
11. The Vice President shall work to promote voter registration and civic activism within the student body.
12. The Vice President shall coordinate all election and selection committees.
 - a. The President shall assign another member of ASGSWOCC to coordinate the election or selection committee if the Vice President is running for office or is being screened by the selection committee
13. The Vice President shall be responsible for reviewing the ASGSWOCC constitution and by-laws over the course of the year to see if there are changes that should be made to benefit ASGSWOCC.
14. The Vice President shall study ASGSWOCC policy and make recommendations for amendments, addendums, and new policy to facilitate the effective operation of Associated Student Government.
15. The Vice President shall be the ASGSWOCC representative on the Student Affairs Committee.
16. The Vice President shall be knowledgeable of Roberts Rules of Procedure.
17. The Vice President shall assume other duties as needed.

Duties of the Secretary shall include but not be limited to:

1. The Secretary shall be an advocate for all students on campus.
2. The Secretary shall be responsible for recording and publishing minutes and official documents for the ASGSWOCC.
3. The Secretary shall keep a record of documents in the office in a location which the public can view and utilize.
4. The Secretary shall be responsible for attending to all necessary ASGSWOCC correspondence.

5. The Secretary shall comprise a binder containing written and photographic documentation of all events sponsored by ASGSWOCC, as well as all minutes, agendas and any flyers created for events.
6. The Secretary shall deposit all monies collected from recreational equipment and shall initial the receipt.
7. The Secretary is responsible for making all necessary bank deposits regularly and intact to the college cashier.
8. The Secretary is responsible for maintaining and presenting finance reports to the ASGSWOCC at the beginning of every month during the school year.
9. The Secretary is responsible for preparing the fiscal budget for the ASGSWOCC for the year following his/her term of office with the assistance of the ASGSWOCC Advisor.
10. The Secretary must consult with the ASGSWOCC Advisor for the purpose of having all financial records reviewed each year.
11. The Secretary shall be the ASGSWOCC representative on the Academic Affairs Committee.
12. The Secretary shall assume other duties as needed.

Duties of the Sustainability Director shall include but not be limited to:

1. Shall be an advocate for all students on campus
2. The Sustainability Director shall be an advocate for all students on campus.
3. The Sustainability Director shall be in charge of the up-keep of the campus recycling bins.
4. The Sustainability Director shall be in charge of the proper disposal of recyclable goods on campus.
5. The Sustainability Director shall be in charge of the collection of funds from recyclables.
6. The Sustainability Director shall be an advocate for campus and community sustainability.
7. The Sustainability Director shall be knowledgeable in community recycling efforts.
8. The Sustainability Director shall be the ASG spokesperson to the Sustainability Committee.
9. The Sustainability Director will serve as a voice for the student body.
10. The Sustainability Director shall assume other duties as needed.

Duties of the Clubs Director shall include but not be limited to:

1. Shall be an advocate for all students on campus
2. The Clubs Director shall be the liaison between campus clubs and ASGSWOCC
3. The Clubs Director shall attend at least one meeting or activity of each recognized club.
4. The Clubs Director shall be responsible for all campus club functions that occur.
5. The Clubs Director shall be responsible for communicating with all clubs.

6. The Clubs Director shall be responsible for working with the ASGSWOCC Advisor to create a training session during fall term.
7. The Clubs Director shall be responsible for organizing a Clubs Rush by the third week of fall, winter, and spring term.
8. The Clubs Director shall be responsible for having Clubs Charter/Renewal forms available for those who want them.
9. The Clubs Director shall be responsible for filing all paper work of Campus Clubs.
10. The Clubs Director shall be responsible to maintain a record of all financial transactions between clubs.
11. The Clubs Director shall be responsible for maintaining the club's board in the Empire Hall lobby.
12. The Clubs Director shall be responsible for reviewing the clubs formation and funding process yearly, to see if any revisions need to be made.
13. The Clubs Director shall be responsible for organizing a thank-you for all club advisors and 1 member of the club.
14. The Clubs Director shall assume other duties as needed.

Duties of the Activities Director shall include but not be limited to:

1. Shall be an advocate for all students on campus
2. The Activities Director shall plan and organize events.
3. The Activities Director shall plan and organize annual events.
4. The Activities Director shall coordinate with campus entities regarding campus events.
5. The Activities Director shall sit on the Arts and Lectures Committee.
6. The Activities Director shall work in conjunction with the Coordinator of Student Life and Events.
7. The Activities Director shall supply a tentative monthly activity calendar to be distributed at the beginning of each month.
8. The Activities Director shall assume other duties as needed.

Duties of the Communications Director shall include but not be limited to:

1. Shall be an advocate for all students on campus
2. The Communications Director shall be responsible for the publicity of all events sponsored by ASGSWOCC.
 - a. Publicity needs to be done at least two weeks in advanced.
 - b. If an event is planned within two weeks of the date of the event, publicity should happen as soon as the date is set.
3. The Communications Director shall be the liaison between ASGSWOCC and the press.
4. The Communications Director shall be the spokesperson for ASGSWOCC.
5. The Communications Director shall work in conjunction with the person in charge of outside media.
6. The Communications Director shall update the ASGSWOCC website appropriately and promptly.
7. The Communications Director shall take written and photographic documentation of all events sponsored by ASGSWOCC.

8. The Communications Director shall be the liaison between the departments.
9. The Communications Director shall assume other duties as needed.

Duties of the Volunteer Service Director shall include but not be limited to:

1. Shall be an advocate for all students on campus
2. The Volunteer Service Director shall be responsible for coordinating community service type activities.
3. The Volunteer Service Director shall be responsible for developing at least one Volunteer Service Project per term.
4. The Volunteer Service Director shall be responsible for partnering with Coos Bay Community non-profit and charity organizations.
5. The Volunteer Service Director shall create and maintain a list of all non-profit and charity organizations in the community.
6. The Volunteer Service Director shall work in conjunction with the Service Learning coordinator or the Coordinator for Student Life and Events.
7. The Volunteer Service Director shall assume other duties as needed.

Duties of the Curry Campus Director but not be limited to:

1. Shall be an advocate for all students on campus
2. The Curry Campus Director shall be an advocate for all students on campus.
3. The Curry Campus Director is responsible for being the liaison between the Curry Campus and the Coos Campus. Ensuring both campuses are kept abreast of what each is doing.
4. The Curry Campus Director shall provide the leadership in the development and maintenance of all ASGSWOCC activities on the Curry Campus.
5. The Curry Campus Director shall assume other duties as needed.

Section IX

Senators:

Senators do not receive a tuition waiver. Therefore they cannot be held to the same high expectations as the officers and the directors. However, they are still required to carry themselves in a professional manner that would best represent ASGSWOCC and SSWOCC. They also must continue to be an active member of ASGSWOCC if they wish to continue to hold the title of Senator. Senators may be an officer of any club. A senator may resign at any time without the need for replacement.

1. In order to become a Senator you must complete all of the following.
 - a. Attend two or more consecutive meetings.
 - b. Be enrolled in a minimum of one class at SWOCC.
 - c. Be voted in by a majority of ASGSWOCC after previous stated requirements have been met.
2. The Senators responsibilities are, but not limited to:
 - a. Shall be an advocate for all students on campus
 - b. Senators shall be voting members of ASGSWOCC

- c. Senators will assist other ASGSWOCC members as needed
- d. Senators shall help promote ASGSWOCC and ASGSWOCC related events
- e. Senators shall complete one project per term that has been approved by both the ASGSWOCC Advisor and President.

Section X

Non-Participation:

1. Definition of Non-Participation.
 - a. Not meeting the requirements in section VIII of the by-laws.
 - b. Missing two consecutive ASGSWOCC meetings in any one term without legitimate excuse.
 - c. Missing three ASGSWOCC meetings in a term.
 - d. Not making an attempt to help with or attend ASGSWOCC sponsored events.
 - e. Consistently missing office hours.
 - f. Failing to maintain a 2.5 accumulative GPA.
 - g. Failing to maintain at least 12 credits during the term.
 - h. Violating the ASGSWOCC constitution, by-laws, or any other ASGSWOCC policy or guideline.
2. Non-Participation can be reason to put an ASGSWOCC member on probation.

Section XI

Probation:

1. An ASGSWOCC can be placed on probation for:
 - a. Violating the Constitution or by-laws
 - b. Falling under the category of Non-Participation
 - c. Not carrying one's self in a manner befitting an ASGSWOCC member
2. Process for putting someone on probation:
 - a. Make a motion at an ASGSWOCC meeting citing why you feel someone should be placed on probation.
 - b. If the motion receives a second then discussion ensues
 - c. Following discussion a vote takes place and a majority vote of the ASGSWOCC can place a person on probation
 - d. If the motion did not receive a second then the motion is considered dead
 - e. If an ASGSWOCC member is placed on probation then they are to be given written notice within 48 hours of being placed on probation
 - i. The notice should contain the reason for probation and what the person needs to do to have the probation lifted
3. Once on probation you must:
 - a. Attend all ASGSWOCC functions and events
 - b. Address your probation for review at all ASG meetings until the probation has been lifted
4. Failure to meet the requirements in sec XI.3 can lead to your dismissal from ASG.

Section XII

Dismissal:

1. Reasons for dismissal
 - a. Being placed on probation twice in a term
 - b. Being placed on probation three times in a year
 - c. Missing three consecutive ASGSWOCC meetings
 - d. Missing four ASGSWOCC meetings in a term
 - e. Engages in behavior that is unbecoming of an ASGSWOCC officer
2. Dismissal process
 - a. Dismissal is automatic for section XII.1.a-d. No vote is needed just written notification sent to the dismissed party.
 - i. The written notification shall contain reason for dismissal and a copy of the appeals process.
 - b. Dismissal for section XII.1.e is to be handled by the ASGSWOCC advisor
 - i. If it comes to the attention of the ASGSWOCC advisor that a member of ASGSWOCC is behaving in a matter that is unbecoming of someone in the office then the advisor will have a meeting with this person and decide if they should be dismissed. A written notification must be given with a copy of the appeals process in the notification.
3. If someone feels they have been wrongfully dismissed, they have the right to appeal. See section XIV.

Section XIII

Replacement:

1. If for any reason there is a position that's office is vacated before the end of its term then ASGSWOCC has the right to fill the vacated position
 - a. A vacated position does not have to be filled
2. If the position of President is vacated then you turn to the order of succession to fill that position.
 - a. The order of succession goes Vice-President, Secretary, Clubs Director, Communications Director, Volunteer Service Director, and Activities Director
3. If the Vice-President Position is vacated then you would use the same order of succession starting with the Secretary.
4. The filling of all other positions are to follow the same process used for selection directors

Section XIV

Appeals:

1. If a member of ASGSWOCC feels that they have been wrongfully dismissed then they have the right to appeal their case.
2. The first step is to write a letter to the Judicial Board stating why you were dismissed and why you feel that you should be reinstated. This letter must be submitted within 48 hours of dismissal.
3. The Judicial Board will then review your letter and set up a meeting with all the Judicial Board, ASGSWOCC advisor, and the person who submitted the appeal.
4. During the meeting the dismissed can plead their case and the judicial board is to make a decision on whether or not to reinstate. For more information on the Judicial Board refer to section VI.

5. If the dismissed member is reinstated then they are again a member of ASGSWOCC, if the appeal is declined then they are no longer a member of ASGSWOCC and ASGSWOCC can now fill the vacant position.

Section XV

Admissions to ASGSWOCC Events:

1. All students and employees of the College have free entry into ASGSWOCC events unless stated otherwise.
2. ASGSWOCC has the right to charge and entry fee into events if they choose

Section XVI

Election Procedure:

1. The Vice President shall establish an Election Committee consisting of at least three members of ASGSWOCC.
 - a. If the Vice President is running for office then the President shall appoint someone else as the head of the election committee.
 - b. No person running for office or working on a candidate's campaign may be a member of the election committee.
2. Election dates, times, and locations:
 - a. Election dates, times, and locations set by the Elections Officer (Vice President or other person in charge) must be approved by the Elections Committee and posted prior to making the nomination forms available.
 - b. The Elections Officer must abide by the following timeline when setting election dates:
 - i. Nomination forms will be open for a period of two weeks.
 - ii. Campaigning will begin the following Monday and close that Friday.
3. Briefing:
 - a. After the candidate application deadline, the Elections Officer shall hold an election briefing to inform all applicants on the elections code and elections procedures. Each applicant shall receive a copy of the pertinent by-law sections. The Elections Officer must make a reasonable attempt to inform candidates of any changes made to the By-laws which will go into effect prior to the announcement of the winners.
4. Voting: At least one polling place shall be open to voters a minimum of five hours per day for three consecutive days and shall be under the supervision of the Student Activities Office and the Elections Officer.
 - a. No person who is running for office will be allowed to work in the polling area(s).
5. Poll workers must follow the following procedures
 - a. Confirm that the voter is a registered student at Southwestern Oregon Community College.
 - b. Check off person's name on the list obtained from the Registration Office.
 - c. Instruct voter to place ballot into ballot box (ballots may not be touched after being marked until the time of counting.)
 - d. Be on the Elections Committee or selected by the Elections committee.

6. Any write-in vote shall be considered valid if the vote is cast for an ASGSWOCC student.
7. Counting Ballots:
 - a. The ballots will be counted by the Ballot Tallying Board, which will consist of a minimum of two Election Committee members and a representative of the Student Activities Department.
 - b. Each candidate may have one observer present during vote counting.
 - i. Observers must be silent and must not obstruct the counting process in any way. Suspected violations should be reported to the Elections Officer. Final tabulations must be validated by each member of the Ballot Tallying Board obtaining the same results.

Section XVII

Election Code:

1. Nomination Petition/Candidate Status:
 - a. Each applicant for an Executive Cabinet position is required to submit a nomination petition containing 50 ASGSWOCC student signatures by the deadline established by the Elections Officer.
 - b. The nomination petition must be an official ASGSWOCC elections form. Upon the submission and validation of the nomination petition, applicants become official candidates for ASGSWOCC elected offices.
 - c. Nomination signatures collected prior to the elections briefing shall be declared null and void.
2. Campaigning:
 - a. In campaigning for office, a candidate shall not spend more than \$50.00 on his/her campaign.
 - b. Campaign material must follow the southwestern posting policy.
 - i. Posters shall be no larger than 28 inches by 22 inches
 - ii. A maximum of fifty posters per candidate will be permitted.
 - iii. Printed flyers will be allowed.
 - c. No outside sound equipment (including horns or other noise-making devices) will be used on or in cars by the candidates or on behalf of the candidates.
 - d. No campaigning will be done on election days within visibility of the voting booths so as not to impede the voting process in any way.
 - e. All campaign materials must be removed from the polling area prior to opening the election booths
 - f. Candidates are responsible for removing all publicity on campus within one week of the election results being announced.
3. Those Running Non-Official (Write-in) Campaigns:
 - a. Individuals who are not officially recognized candidates may not use the word "candidate" in their publicity. All such publicity will be taken down.
 - b. Those running non-official campaigns are responsible for following all By-laws except those pertaining to submission of a nomination petition.
4. Violations:
 - a. Violations of the Elections Code by a candidate may disqualify him or her from the election.

- i. Written complains must be submitted to the Elections Officer and will be addressed by the Elections Committee.

Section XVIII

Election Challenge Process:

1. The Elections Committee will conduct a hearing upon submission of a written complaint.
 - a. For this to occur, one of the following two rules must be met with no exceptions:
 - i. Challenge of the voting process must be filed prior to the beginning of the tallying process
 - ii. Challenge of the tallying process must be filed prior to the announcement of the winner.
 - b. Any challenge of the election process must be registered in writing to a member of the Elections Committee.
2. The Elections Committee will convene as soon as possible thereafter to make a ruling on the challenge.
3. The Elections Committee must determine the following by a simple majority vote:
 - a. If a violation has occurred.
 - b. What the violation is.
 - c. If a penalty is appropriate.
 - d. What, if any, should the penalty be.
4. A written copy of the Elections Committee decision must be submitted to the person accused of the violation.
 - a. The accused person may request a hearing if he/she is not satisfied with the Elections Committee decision.
 - i. The hearing would then go before the Judicial Board


Section XIX

Filling of Directors Positions:

1. The first order of business for the Executive Cabinet is to select their directors for the following year.
2. The selection process is as follows
 - a. Applications have to be made available and ASGSWOCC has to do what they can to promote the fact that they are looking to fill a position.
 - b. Those interested in the position must have at least 10 days to turn in their applications.
 - c. Every person who fills out an application, and meets the requirements of the term of office, is entitled to an interview
 - i. Interviews are to take place the week following application deadline.
 - d. Following the interviews the Executive Cabinet shall decide on which directors to add onto ASGSWOCC.

Live Link as of February 1, 2012: <http://www.afpnet.org/>


[MY AFP Profile](#) |
 [AFP Mobile](#) |
 [AFP2P](#) |
 [Español](#) |
 [MAKE A GIFT](#)



Association of Fundraising Professionals

Advancing Ethical and Effective Fundraising Worldwide

12345



The AFP Ethics Assessment Inventory™

NEW MEMBER BENEFIT!

[LEARN MORE ▶](#)

User ID:

Password:

[Forgot Password?](#)

site search


[Advanced Search](#)

Browse Hot Topic Pages ▼

Members
Chapters
Press

[Join AFP](#)
[About AFP](#)
[AFP Foundations for Philanthropy](#)
[Resource Center](#)
[Ethics](#)
[Professional Development](#)
[Job Center](#)
[Publications](#)
[AFP Marketplace & Bookstore](#)
[Public Policy](#)

AFP Strategic Partners



Learn about AFP's Strategic Partners Program

AFP Quick Poll

Right now, what services and information do you need most to help you be successful as a fundraiser? (check all that apply)

- ☐ Practical, how-to articles
- ☐ Interviews with fundraisers and donors
- ☐ Sample documents and forms
- ☐ Case studies/success stories
- ☐ Mentoring programs
- ☐ Networking opportunities
- ☐ Research and benchmarking materials
- ☐ Articles and new thinking from business leaders
- ☐ Reviews of fundraising products
- ☐ More educational opportunities
- ☐ Other

What's New

[Come to Conference!](#)

Join thousands of fundraisers April 1-3, 2012 for a three-day immersion to learn best practices and strategies that work! The conference will feature NHL great Wayne Gretzky and Scott Harrison from charity: water, plus an all new AFP general session experience!
[Click here for details and to register!](#)

Special Canada News

- [Video: This Week in AFP - Canada \(Week of Dec. 12-16\)](#)
- [2010 Saw Positive Growth Reports Statistics Canada](#)
- [Canada's Senate Passes NPD Legislation](#)
- [AFP Foundation for Philanthropy – Canada Funds New Research](#)
- [AFP Foundation – Canada Announces 2012 Board](#)
- [Special Philanthropy Section in Canada's The Globe and Mail](#)

AFP Announcements

- [Video: This Week in AFP \(Week of Dec. 12-16\)](#)
- [Bell Canada Awarded Outstanding Corporation Award](#)
- [Notice: Database Conversion Coming in Early 2012](#)
- [AFP Announces 2012 Awards for Philanthropy](#)
- [Access the Nov./Dec. Digital Advancing Philanthropy](#)
- [AFP Launches AFP2P—Members-Only Online Community](#)
- [Kagivate Offers No-Cost Chance to Try Mobile Fundraising](#)
- [AFP Launches Tool to Help Strengthen Ethical Performance](#)
- [New Info Exchange Paper: Understanding Women's Giving](#)
- [New in Action University: Start With Why](#)

Fundraising News and Reports

- Online Giving Has Reached Regular America Donors, 50 or Older

This Week's Events

December 15, 2011
[AFP OH Greater Cincinnati - Audioconference "Secrets of Success in the Small Shop"](#)

January 17, 2012
[AFP Fundamentals of Fundraising Toronto, Canada](#)

January 24, 2012
[AFP Fundamentals of Fundraising Toronto, Canada](#)


January 25, 2012
[AFP Web/Audioconference - Revitalizing Your Development Program: 30 Steps in 30 Days](#)

January 31, 2012
[AFP Fundamentals of Fundraising Toronto, Canada](#)

[view all AFP and chapter events ▶](#)

Mark Your Calendar

Dec. 14, 2011
[AFP Web/Audioconference - Blended Fundraising: Building a Major Gifts Program through Integrated](#)




AFP helps you find the products and services you need.

[Consultants & Resource Directory](#)

[Speaker Database](#)

DOUBLE your average gift. OTHERS HAVE.

Run a test file to see REAL results.



Get Started »

WealthEngine®

Donor

The Sports Teams Fiscal Impact on the Institution

Updated: February 12, 2011

2010-2011 Constants:					
Tuition/credit	73	Full-time credits per athlete	45	Housing/Food Service Average	6,445
Fee/credit	18	Full-time classes per athlete	15	Books per Year	1,200
Fee/class	26	Online class per athlete	1		
Fee / online class	20	Tuition Waiver - 15 credits	1,095	CCSF per FTE	1,774
				Discretionary Spending/month	237

Data per Sport	One Athlete	Volleyball	Soccer Men	Soccer Women	Basketball Men	Basketball Women	Softball	Baseball	Wrestling	Track	Cross Country	Cheer	Golf	Dual Sport Athletes	Total
Number of Athletes	1	13	22	18	24	15	17	32	46	43	20	8	14	(22)	250
Credits for sport	45	585	990	810	1,080	675	765	1,440	2,070	1,935	900	360	630	(990)	11,250
Terms Tuition Waivers - count	1	24	33	33	24	24	33	33	48	42	30	12	24	N/A	360
Number of Housing Students	1	11	21	9	24	12	15	29	27	22	16	1	11	(17)	181
Calculations:															
Tuition	3,285	42,705	72,270	59,130	78,840	49,275	55,845	105,120	151,110	141,255	65,700	26,280	45,990	(72,270)	821,250
Fees (per credit fee)	810	10,530	17,820	14,580	19,440	12,150	13,770	25,920	37,260	34,830	16,200	6,480	11,340	(17,820)	202,500
Fees (per class fee)	390	5,070	8,580	7,020	9,360	5,850	6,630	12,480	17,940	16,770	7,800	3,120	5,460	(8,580)	97,500
Fees (per online class)	20	260	440	360	480	300	340	640	920	860	400	160	280	(440)	5,000
Tuition Waivers - Value	(1,095)	(26,280)	(36,135)	(36,135)	(26,280)	(26,280)	(36,135)	(36,135)	(52,560)	(45,990)	(32,850)	(13,140)	(26,280)	N/A	(394,200)
Housing/Food Service	6,445	70,895	135,345	58,005	154,680	77,340	96,675	186,905	174,015	141,790	103,120	6,445	70,895	(109,565)	1,166,545
Books	1,200	15,600	26,400	21,600	28,800	18,000	20,400	38,400	55,200	51,600	24,000	9,600	16,800	(26,400)	300,000
Estimated Value of CCSF FTE	1,774	23,062	39,028	31,932	42,576	26,610	30,158	56,768	81,604	76,282	35,480	14,192	24,836	(39,028)	443,500
2010-2011 Budget for Sport:		(44,781)	(40,750)	(37,160)	(46,414)	(44,815)	(36,382)	(44,308)	(40,347)	(46,540)	(24,489)	(7,847)	(15,559)	N/A	(429,392)
Total:	12,829	97,061	222,998	119,332	261,482	118,430	151,301	345,790	425,142	370,857	195,361	45,290	133,762	(274,103)	2,212,703
Discretionary Spending 10-months	2,370	30,810	52,140	42,660	56,880	35,550	40,290	75,840	109,020	101,910	47,400	18,960	33,180	(52,140)	592,500

Summary Information:	
Total Tuition & Fees:	1,126,250
Total Tuition Waivers	(394,200)
Total Housing/Food Service	1,166,545
Total Books	300,000
Total Value of CCSF FTE	443,500
Total Budget for Sports	(429,392)
Athletic Supervision & Playoff Budget	(262,813)
Total Value to Institution:	1,949,890

Summary Information without Housing/Food/Books:	
Total Tuition & Fees:	1,126,250
Total Tuition Waivers	(394,200)
Total Value of CCSF FTE	443,500
Total Budget for Sports	(429,392)
Athletic Supervision & Playoff Budget	(262,813)
Total :	483,345

Sports Program Total Budget:	
Total of Sports Budgets:	429,392
Athletic Supervision:	212,813
NWAACC Playoffs:	50,000
Total:	692,205

Name: _____

Athletic Student Handbook

SOUTHWESTERN OREGON
SEALERS



2010/2011

Southwestern Oregon Community College
1988 Newmark Ave. Coos Bay, OR 97420
Phone# 541.888.7452 Fax# 541.888.7227
1.800.962.2838 ext.7452
www.socc.edu/athletics

INDEX PAGE

Index Page.....	Page 1
Introduction.....	Page 2
Athletic Department Staff.....	Page 3
Athletic Packet Information.....	Page 4
Notice.....	Page 5
Violation of Athletic Department & NWAACC / NJCAA. Rules.....	Page 6
Academic Responsibility.....	Page 7
Eligibility Information for Athletes.....	Page 8
Driving Requirements.....	Page 9
NJCAA & NWAACC Code Book Alcohol & Tobacco Policy.....	Page 10
Affiliation.....	Page 11
Equipment Room Rules.....	Page 12
Tutoring / Math / Writing Labs & Talent Grants.....	Page 13
Athletic Work Study.....	Page 14
Athletic Awards Night, Letter Awards & 2 nd Yr Pens.....	Page 15
Student Athlete Insurance.....	Page 16-16a
Succeeding in College.....	Page 17
Important Points.....	Page 18
Team Rules.....	Page 19-22
Laker Word Search.....	Page 23

INTRODUCTION

This handbook has been prepared by the Director of Athletics for the purpose of clarifying the policies, procedures, and guidelines of the Athletic Department as they relate to coaches and individuals involved in the Athletic program. Hopefully it will clarify areas of maximum concern and provide a better understanding of the Athletic policies at Southwestern Oregon Community College.

**IT'S EVERY ATHLETES RESPONSIBILITY TO
READ THIS HANDBOOK THOROUGHLY!!!**



ATHLETIC DEPARTMENT STAFF 2010-2011			
<i>**All numbers dial 541-888-#### (ext)**</i>			
<i>Administration</i>			
Athletic Director	John Speasl	Ext. 7208	jspeasl@socc.edu
Athletic Secretary	Tina Woodworth	7452	twoodworth@socc.edu
Athletic Trainer	Kelly Leavitt	7157	klevitt@socc.edu
Equipment Room	Glenda Cottrell	7346	gcottrell@socc.edu
<i>Coaching Staff</i>			
Volleyball	John Speasl	7208	jspeasl@socc.edu
Women's Soccer	Cole Brandeburg	7801	cbrandeburg@socc.edu
Men's Soccer	Ray Fabien	7347	rfabien@socc.edu
Cross Country	Dan Neal	7334	dneal@socc.edu
Women's Basketball	Mike Herbert	7705	mherbert@socc.edu
Men's Basketball	Trevor Hoppe	7279	thoppe@socc.edu
Cheer / Dance	Kallie Mill	none	kmill@socc.edu
Wrestling	Adam Whitlatch	7228	awhitlatch@socc.edu
Softball	Megan Corriea	7207	mcorriea@socc.edu
Baseball	Daniel Esposito	7348	desposito@socc.edu
Track & Field	Dan Neal	7334	dneal@socc.edu
Golf	Ray Fabien	7347	rfabien@socc.edu
<i>Other Numbers</i>			
First Stop	7352		
Counseling & Testing	7405		
Driving Test	7250		
Switchboard	2525		

This is important information that you may have turned in with your Athletic Packet:

This packet of materials contains several forms that need to be completed so you may participate in the athletic program at the college. Please be sure all forms are complete and returned to your coach on or before the first day of practice.

THE PACKET INCLUDES:

PAGES 1-7 to ATHLETIC DEPARTMENT		
Page	Description	Instructions (IMPORTANT—READ!!!)
1	Index (Athletic Dept.)	Index with instructions for completing each page. PLEASE COMPLETE BASIC INFORMATION BELOW. This information MUST be completed in order to qualify to be eligible.
2	Eligibility Rules / Required Signatures	Read ALL information and sign. Sign bottom for release of transcript information.
3-4	Questionnaire NOT WRESTLERS!!!	READ BOTH SIDES, COMPLETE and SIGN both areas on bottom-reverse page. <u>EVERYONE</u> MUST SIGN/DATE BOTH SPACES ON PAGE 4!
5	NWAACC Tracer NOT WRESTLERS!!!	To be completed by students who attended another school(s) after graduation. Please complete one form for each school. <u>MUST</u> COMPLETE IF YOU ARE A TRANSFER EVEN IF YOU DID NOT PLAY SPORTS!!!
6-7	NJCAA Forms	Wrestlers Only! (Not for NWAACC sports)
YOU <u>MUST</u> ALSO REQUEST AN <u>OFFICIAL</u> TRANSCRIPT (for each college attended) TO BE MAILED HERE: ATTN: TRANSCRIPT EVALUATOR SOUTHWESTERN OREGON COMMUNITY COLLEGE 1988 NEWMARK AVE. COOS BAY, OR 97420		

Pages 8-16 to Athletic Trainer		
8	INDEX	Index with instructions for completing each page.
9	Risks and Hazards	Read and sign.
10	Immunization Record	Complete, sign and ATTACH IMMUNIZATION RECORD!
11	Verification of Coverage	Read and sign.
12	Acknowledgment of Athletic Injuries Policy	Complete and be sure to have insurance policy holder sign if other than yourself.
13-15	Health History & Physical	Complete ALL areas. ATTACH front and back of INSURANCE CARDS! PHYSICAL must be completed <u>AFTER July 1st</u> by a licensed medical provider.
16	HIPAA	Read and sign.

Remember: All forms must be completed and returned to the athletic dept. on or before the first day of practice.

- If you have any questions about the physical, please contact your coach.
- If you have any questions about the insurance information or coverage, contact the Athletic Trainer at (541) 888-7157.
- Any other general questions about your Athletic Packet, please contact the Athletic Secretary at (541) 888-7452.

NOTICE

Anyone caught falsifying departmental information will be dealt with accordingly up to ineligibility and/or expulsion at Southwestern Oregon Community College.

Examples of departmental information:

1. Athletic Redbook Forms
2. Tracer Reports
3. Registration and Add/Drop Forms
4. Transcripts
5. Grade Reports



*******IMPORTANT*******

Make sure you don't repeat the same classes to count for credit. All classes must have different numbers and titles.

VIOLATION OF ATHLETIC DEPARTMENT & NWAACC / NJCAA RULES

*****Overview but not comprehensive*****

If the coach alleges a violation of the Athletic Department rules and regulations, or of his/her own rules and regulations, he/she may suspend or expel the student/athlete from the team.

General Department Rules:

1. Attend all practice sessions.
2. Maintain 12 credits per term with a 2.0 GPA.
3. Comply with all team training and conduct rules at home and while traveling.
4. Must perform all team and individual athletic duties designated by the coaching staff.
5. Must get coaches permission to drop a class.
6. Must notify coach within one day of any missed classes.
7. Must report and file an accident report to the Athletic Trainer after an injury.
8. Must coordinate medical coverage with Administrative Services after an injury.

Each individual coach may have their own set of rules, in addition to the above stated rules.

If an athlete does not meet the following NWAACC rules, they will become ineligible for competition.

Termed the 12-12-12-36+rule, NWAACC athletes must be enrolled for 12 credits during each quarter when participating, complete 12 credits in the quarter prior to participating, and complete 36 credits prior to competing in a second year in the same sport. In addition, to participate a second season, they must maintain a 2.00 cumulative GPA.

Summer School:

Students completing less than 12 credits in the spring may add completed summer credits to a preceding quarter to accumulate a minimum of 12 quarter credit hours and/or may use them towards their accumulation of their 36 quarter credit hours for the 2nd year of participation. Summer school credits can also be used to increase the GPA to a 2.00 GPA.

However, the grade point for ALL summer school quarter credit hours attempted must be calculated into the cumulative grade point average.

Red Shirt Years:

1. Red Shirt years are not automatic if you are injured during season.
2. The code book is very specific as to who can qualify for a red shirt year.
3. See your coach and the Athletic Director as soon as possible after your injury.
4. Find out if you qualify to get your eligibility reinstated.
5. DO NOT WAIT! It is important to get this process started as soon as possible.

ACADEMIC RESPONSIBILITY

It is important that all student-athletes accept the responsibility for their class work and grades.

Suggestions:

1. Attend all of your classes. (Go to bed then get up and go to class.) College is drastically different than high school, your mom and dad are not here to get you going.
2. **Attendance does matter!** Even if the instructor doesn't take roll, attendance is important. Attending class is one of the factors that improves student success.
3. Turn in assignments. Dedicate the right amount of time in your day/evening to get tomorrow's work done.
4. When traveling for athletic contests, let your instructors know ahead of time that you will be gone. Attend all of your classes possible on the day you leave.
5. If you are going to be gone, get the assignments ahead of time and get them turned in ahead of time. Instructors will appreciate your concern for their class.
6. Instructors are not required to give you an excused absence for games, go to them **before** you miss their class and see if you can arrange a make-up situation.
7. Know your standing in each class. Keep track of your assignment grades, tests, points, etc., so that you know what your current grade is. Too many students think that they are doing ok and end up finding out too late that they are getting a low grade.

*****REGISTER FOR CLASSES AS SOON AS POSSIBLE EACH TERM SO YOU DON'T RISK BEING WAIT LISTED.***

*****WAIT LISTED CLASSES DO NOT COUNT TOWARDS REGISTERED CREDITS FOR ELIGIBILITY PURPOSES.***

*** * MUST READ * ***

ELIGIBILITY INFORMATION FOR ATHLETES

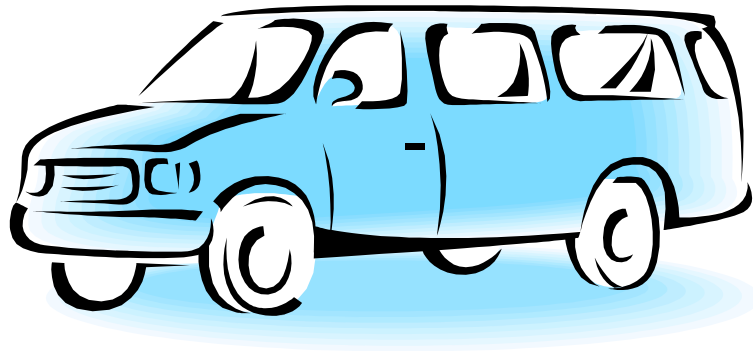
1. You must be registered in a minimum of 12 credit hours. If you start the season registered for 12 credits then drop below 12 credits you are immediately ineligible. If you participate in a game while you are below 12 credits, you will cause your team to have to forfeit the game and the school will go on probation with the NWAACC.

If you enroll in a class but do not attend the instructor has the right to have you administratively withdrawn without notifying you to let you know about the withdrawal.

2. You must have passed a minimum of 12 credit hours the last quarter you were enrolled in college.
3. Fall term athlete's: *(If you didn't pass 12 credits—you can enroll in summer school! See page 5 for details!)*
4. You may not participate in one sport more than two seasons.
5. You must be registered within 20 days from beginning of the quarter.
6. To qualify for eligibility to participate in a second (2nd) season of any sport, you must have earned a minimum of 36 credit hours and maintain a cumulative GPA of 2.00 during any quarter of participation.
7. You must be a high school graduate or the class of which you were a member has graduated.
8. You may be declared ineligible if during the sport season you represent any athletic club, organization or team other than your college team.
9. **If you are a transfer student, you must have an official transcript on file at Southwestern from all previous colleges.** You must complete the Tracer Form in the Athletic Packet. Depending on your individual situation, you may need to petition the NWAACC for eligibility. Make an appointment with Tina Woodworth in the Athletic Department to find out if you need to petition.
10. If convicted for the use or sale of illicit drugs, including anabolic steroids, you will be disqualified from participation in a NWAACC sponsored athletic event or activity for a period of one year.
11. If you enter a game at any point in the season (pre-season included), you will be charged with one year of competition and will have used one year of eligibility. There is NO point after the initial entry in a contest that a student may change to a red shirt. If you intend to red shirt for a year you must declare your intent before the competition season begins.
12. **Students may participate in athletic contests after the athletic department has submitted an eligibility form to the league office. Check with your coach to make sure you are eligible to compete.**

Driving Requirements

1. Must complete an Application to Operate Personal or College Vehicle for College Business form and submit to Athletic Department at least 7 days prior to date needed to drive. This must be done on an annual basis and resubmitted after July 1st of each year. Forms are then forwarded to Administrative Services for approval.
2. Students need to obtain a copy of their driving record from their home state and attach it to their application.
3. Attach a copy of your driver's license.
4. You must complete and pass a driver training with an authorized Southwestern Public Safety Officer. After the application has been approved, Plant Services will contact you to schedule your driver training. The training is only required to be taken once and approval is kept on file.
5. Generally students may not transport other students in personal vehicles.
6. All drivers under the age of 25 will not be permitted to operate a rental vehicle. (This is the rental company's policy.)
7. You are not automatically approved to operate a college vehicle upon turning in an application.



NWAACC & NJCAA ALCOHOL AND TOBACCO POLICY

- O **Alcoholic Beverages.** The use or possession of alcoholic beverages by any student participant during any NWAACC or member college practice, game or athletic activity is prohibited and will result in the participant being removed from that activity or road trip. (Also possible removal from the team and expulsion from school.)

- O **Tobacco Use.** The use or possession of any form of tobacco by any participant (student, coach, faculty, staff or official) during any NWAACC or member college practice, game or athletic activity is prohibited and will result in the participant being removed from that activity.

THESE ARE SOME OF THE GENERAL RULES. THESE ARE NOT ALL OF THE RULES. THESE ARE RULES THAT ARE FREQUENTLY INQUIRED ABOUT.

THERE IS ALSO A SOUTHWESTERN OREGON CONDUCT CODE, REFER TO THE SOUTHWESTERN STUDENT-HANDBOOK FOR COMPLETE DETAILS.

Drug and Alcohol Use Policy

Any use of alcohol or drug during an athletic season will subject the student athlete to repercussions including but not limited to the following:

1. Extra work	<u>1st Offense</u>
2. Diversion program	Minimum #1, 2
3. Treatment program	<u>2nd Offense</u>
4. Game suspension	Minimum #3, 4, 5
5. Reduction of athletic financial aid	<u>3rd Offense</u>
6. Release from the team	#6

Individual programs may have additional policies for a particular team. Such policies will be approved by the college and given to the student athlete in written form. The coach will retain a copy of the policy signed by the student on file. The Athletic Department reserves the right to random drug testing.

*****THE ATHLETIC DEPARTMENT RESERVES THE RIGHT TO DRUG TEST AT ANY TIME.*****

AFFILIATION

Southwestern Oregon Community College (SOCC) is a member of the Northwest Athletic Association of Community Colleges (NWAACC) - Southern Region.



NWAACC address:
1800 E. McLoughlin Blvd
Vancouver, WA 98663

E-mail: nwaacc@clark.edu
Web site: www.nwaacc.org

Also, we are members of the National Junior College Athletic Association (NJCAA).



NJCAA address:
PO Box 7305
Colorado Springs, CO 80933-7305

Web site: www.njcaa.org

EQUIPMENT ROOM RULES

Each student is checked out equipment for games and practices. This equipment belongs to the college. It needs to be returned within the time limit specified by each coach. If equipment is not returned, you will be put on a hold list and will have to return the items or pay for them. As long as you are on hold, you will not be able to register and later will not be able to get a copy of your transcript.

Any piece of travel gear, vehicle, or motel room checked out to you, the team, or rented for you or the team, is college property and may be subject to search by college personnel or law enforcement officials at any time.

Student-Athletes are not allowed to enter the equipment room.

Check your own equipment back in to the equipment room. **DO NOT** ask someone else to check it in for you. **YOU** are responsible for your equipment and **YOU** will be charged if it is lost.

At the end of the season if you do not return everything checked out to you, you will be put on a PE HOLD. If this occurs, you will be unable to obtain your official transcripts and you will not be able to register until you return the items or the bill for all items is paid in full.

Return items to the Equipment Room or Athletic Department and the PE HOLD will be removed. If you do not have the items, you will need to pay your balance at the First Stop and the PE HOLD will be removed.



TUTORING / MATH / WRITING LABS

The coach for each sport will have rules that determine the amount of time students are required to attend study labs.

TALENT GRANTS

1. The number of talent grants are limited per sport by the NWAACC and NJCAA. Grants will be given to athletes at the coaches discretion. Athletic talent grants **are** institutional financial aid, if the students do not meet financial aid office standards, the grants can be withdrawn by the financial aid office and the athletic department has no ability to stop the action.
2. If you transfer from another college, your grades from that college apply to Southwestern's financial aid requirements.
3. **Talent Grants only cover SOUTHWESTERN online classes that have tuition. They DO NOT cover FEES. *On-line courses from other colleges are not covered with Talent Grants.***
4. Talent Grants are provided to the athletic department by the college, therefore all talent grant money is institutional money and is administered by the college financial aid office. Student/Athletes must comply with all financial aid office requirements and regulations.



ATHLETIC WORK STUDY

If you were awarded an athletic job, you are required to do the following:

FRESHMAN:

- Go to: www.socc.edu, Campus Services, Financial Aid, Federal Work Study
- Click on FORMS, print and complete.
- Click on FEDERAL WORK-STUDY SEMINAR, complete and submit.
- Take your completed paperwork to the Financial Aid Office. **(Remember to bring your ID, Social Security Card, or Birth Certificate.)**

RETURNING SOPHOMORES:

- Please go to the Financial Aid window to update your information and paperwork... you do not need to do the quiz on-line again.

The Financial Aid Dept. will get you set up and will contact the Athletic Dept. when the process is complete. The Athletic Dept. will then contact your coach giving you permission to work. YOU ARE NOT ALLOWED TO WORK UNTIL THE ATHLETIC DEPT. GIVES YOU OR YOUR COACH THE PERMISSION TO WORK. NO EXCEPTIONS.

~~~~~ *NOTES (**REQUIRED TO READ AND UNDERSTAND BEFORE YOU CAN WORK**):*

- ✓ Athletic jobs are serious, as all jobs are. Please treat them as real jobs. You can be fired.
- ✓ If you are scheduled to work and refuse, your job will be taken away.
- ✓ If a student can't work, they are required to contact the Athletic Department to give at least a 24-hour notice.
- ✓ **YOU ARE RESPONSIBLE FOR COMPLETING YOUR OWN TIMESHEET EACH DAY YOU WORK!**
- ✓ Time sheets are due in the athletic department office the second to last day of each month.
- ✓ Pay day is the 10th. You may take a payroll advance. Payroll advances need to be turned in by the 20th and you can pick up your check on the 25th. Dates may change due to weekends or holidays. See Tina on payroll advance slips and dates.
- ✓ Once a job is given out to a student and they leave the college for whatever reason, their job will be abolished and will not be re-issued.
- ✓ **Athletic Jobs will be assigned by the Athletic Department. They are scholarship awarded and can't just be applied for.**
- ✓ **Please also follow all rules in your STUDENT EMPLOYEE HANDBOOK!**

ATHLETIC AWARDS NIGHT

The athletic department will host an Athletic Awards Night each term, excluding summer term. The awards night will be held in either the Lakeview Rooms in Empire Hall or the Lobby of the Oregon Coast Culinary Institute the Tuesday before finals week*. It will start at 4:00 pm* and refreshments will be served.

All student-athletes are encouraged to attend to see their fellow athletes receive awards.

*Dates and times are subject to change - as much notice will be given as possible.

LETTER AWARDS

Letter awards will be given per coach's discretion.

A Letter award is a certificate from the athletic department declaring athlete has earned a letter in a particular sport.

SECOND YEAR ENGRAVED CROSS PEN

Each student lettering a second year in a particular sport will receive an engraved cross pen. The fact that cross pens have a lifetime warranty is symbolic in that the athletic department hopes that each student has had lessons/experiences that are with them for life. "ONCE A LAKER ALWAYS A LAKER!"

STUDENT ATHLETE INSURANCE

It is the administrative policy of the Southwestern Oregon Community College District that all students and all participants in intercollegiate athletics shall have primary medical insurance.

The College's accident insurance shall be secondary coverage with a \$1000 deductible.

INTERCOLLEGIATE ATHLETIC PROGRAM

Southwestern Oregon Community College (SOCC) provides secondary medical insurance coverage to supplement a student athlete's primary medical coverage in the event of injury incurred during participation in SOCC's athletics program. Participation in SOCC's athletics program includes competitions, practices, and classes specifically required or associated with team membership.

SOCC shall not cover any individual who is not:

1. On a current team roster with proper clearance, and
2. A properly enrolled student of SOCC at the time of injury.

SOCC's secondary coverage begins when a student athlete's incurred injury care costs exceed \$1000 in one school year. The student athlete is responsible for paying the deductible amount of his/her insurance plan. SOCC's insurance will act as a secondary plan only after \$1000 of costs have been paid for by the student/primary insurer.

SOCC shall not provide coverage for expenses that exceed those defined as customary and normal in-plan expenses. If an individual's primary insurance carrier reduces benefits below that which SOCC requires due to "out of plan" care, the individual will be responsible for all additional charges.

SOCC requires that a student athlete maintain primary medical coverage:

1. That specifically includes coverage of intercollegiate athletics,
2. With a deductible of no more than \$500,
3. That pays at least 70% of costs after deductible,
4. With a coverage cap of at least \$25,000,
5. Until he or she ceases participation in SOCC athletics, or until fully cleared to resume athletic activity if injured, whichever is longer.

SOCC permits a two-day period for the purposes of trying out for SOCC's athletics teams. No prior medical clearance shall be required for purposes of trying out, and no medical insurance coverage shall be extended by SOCC to an individual trying out.

SOCC reserves the right to refuse coverage of an injury if, upon joining a team, an athlete (intentionally or otherwise) fails to disclose a preexisting injury or any medical condition found to contribute to the injury.

Adopted by Board of Education:

Policy #7.018 August 28, 1962

Revised: November 19, 1990

Changed to Administrative Policy January 22, 1996

Revised by Southwestern Administration: June 2, 1997

Revised May 31, 2005

Succeeding in college 10 common mistakes to avoid

The secret to getting through college isn't so much brainpower as will power and time management, says E. Glenn Griffin, professor emeritus of English at Purdue University, who lists 10 common mistakes made by college students.

Griffin encourages students to view their college years as an investment. "And it's important to protect that investment of both time and money," he remarks.



Griffin warns students never to forget.

Mistake No. 1: Always being a nice guy. "When your roommate pops in and asks you to go see a movie, and you are studying according to schedule, you've got to be able to say, 'Tomorrow—Maybe.'"

Mistake No. 2: Cramming. "So many students save it all up for the night before the test. It's a hazardous, illogical approach," Griffin cautions. Because repetition is the heart of learning, he recommends keeping up on every

class assignment. "There is no substitute for daily preparation."

No. 3: Going to class unprepared.

"If you haven't read and reviewed the material, you won't be able to appreciate the lecture. Instead of integrating the lecture material with what you already know, you'll just be trying to keep up." Griffin notes. He recommends getting acquainted with the material to be discussed before going to class.

No. 4: Reading chapters cold.

"Before reading a chapter, survey it. Take 5 minutes to get the basic idea, to have questions in mind as you being to read." This technique ensures that the student becomes involved.

No. 5: Missing daytime study opportunities. "If you have an hour between classes, use it. That's one hour less you'll have to spend at night." Scattered study, Griffin notes, is often better than concentrated study. "The more times you play with something, the better you'll remember it."



No. 6: Failing to get help quickly. If you're having problems understanding a subject, go for help immediately, Griffin recommends. "Too often we hesitate to ask for help because we don't want to appear ignorant. That's nonsense—the sooner you go for help, the better."

No. 7: Understanding the importance of listening.

"Students often allow themselves to become distracted—either by the idiosyncrasies of the instructor or by somebody's purple ties. This cuts your listening efficiency—and college is 40 percent listening."



No. 8: Failing to review or even rewrite and organize lecture notes after class. "Take advantage of your thought power when the material is fresh in your mind."

No. 9: Underscoring passages indiscriminately. "A common mistake is to underscore as you go along; never underline until after you're read the chapter and have the big picture. Then go back and underscore, selectively."

No. 10: Neglecting to review.


Griffin recommends spending five to ten minute at day's end reviewing what you've learned—and devoting at least an hour to review the prior week's work. "This is also a good time to plan the following week's study schedule."

And while you're studying, Griffin adds, don't forget to study your professors are alike—get to know their style, preferences and idiosyncrasies, if possible." If, for instance, a professor is a stickler for promptness, it helps to know this before handling in a late paper.

These points were taken from an athletic publication at Montana State University.



- (GO TO CLASS. IF YOU ARE REALLY ILL, NOTIFY YOUR INSTRUCTOR PRIOR TO CLASS. *BEING TIRED IS NOT ILL!*
- (MEMORIZE YOUR FAVORITE POEM.
- (CALL YOUR MOM OR DAD JUST TO SAY HELLO.
- (WHO IS YOUR ACADEMIC ADVISOR?
- (THINK POSITIVE THOUGHTS!
- (HOW OFTEN DOES YOUR STUDY GROUP MEET?
- (APPRECIATE AND BE THANKFUL FOR WHAT YOU HAVE.
- (DO YOUR LAUNDRY AND CLEAN YOUR ROOM.
- (TAKE A SHORT STUDY BREAK, RELAX AND HAVE FUN!
- (DON'T BELIEVE ALL YOU HEAR, SPEND ALL YOU HAVE, OR LOAF ALL YOU WANT.
- (IS YOUR DAILY PLANNER UP TO DATE?
- (GOOD STUDY SKILLS ARE ESSENTIAL FOR SUCCESS.
- (NEVER INTERRUPT WHEN YOU ARE BEING FLATTERED.
- (GO TO CLASS!!



ATLAS

Articulation Transfer Linked Audit System

About ATLAS	Workgroups	Steering Committee	Documents	Technical Information	Training Workshops	Communication	Events
-------------	------------	--------------------	-----------	-----------------------	--------------------	---------------	--------

ATLAS (Articulation Transfer Linked Audit System)

ATLAS (Articulation Transfer Linked Audit System) is Oregon's initiative to create a centralized degree audit and articulation program that eases students' progress from one Oregon school to another. Students can use this statewide system to see how course credits transfer among community colleges and OUS universities, and to conduct degree audits online. This site provides information for the development of Atlas.

Each public university and several community colleges have signed up to use the u.select software in order to create a comprehensive statewide transfer system. To access the transfer tool, click [here](#).

Live Link as of February 1, 2012: www.atomiclearning.com



You are not logged in. [Log In](#) | [Subscribe Today](#) | [My Profile & Settings](#) | [Help](#) | [FAQ](#)

[f](#) [t](#) [g+](#) [in](#) [sk](#) [United States](#)

[Home](#) | [How to Buy](#) | [About Us](#) | [Subscribe to Atomic Learning eNewsletters!](#)

Our Solutions

Education Training

K-12 Education

Higher Education

Assistive Technology

Global Education

Moving Education *Forward.*



Education solutions to help learners of all ages embrace technology.

Want to learn more?
Use "Our Solutions" menu on the left.

1-866-259-6890
+1 320-632-5064
Contact us online

News & Resources

Coming Soon: Moving to the Cloud Training Series
Atomic Learning has once again proved it has something for everyone! Take a... [\[more\]](#)

Technology Integration Best Practices
Did you miss the fireside chat with seasoned ed tech veterans from Atomic Le... [\[more\]](#)

Using Grants to Buy Tech for Students
Technology Teacher Brad Flickinger recently blogged about how some of his cl... [\[more\]](#)



Tech Workshops



Software Tutorials



Assistive Tech Tutorials



21st Century Skills



Skills Assessments



Progress Reports

Atomic Learning provides solutions for:

K-12 Education 21st Century-Ready Students Start with the Teacher Professional Development Blended Professional Development	Higher Education Campus Technology Made Easy Software Training Software Support	Assistive Technology Develop skills to support all learners K-12 Education Professional Development	Global Education Continuing Professional Development for Contemporary Learning Continuing Professional Development Contemporary Learning
---	---	--	--

Live Link as of February 1, 2012: <http://www.socc.edu/board/bb/bm~doc/fy08-09-audit-report.pdf>



**SOUTHWESTERN OREGON COMMUNITY
COLLEGE DISTRICT**

**ANNUAL FINANCIAL REPORT
For the Fiscal Year Ended June 30, 2010**

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

**ANNUAL FINANCIAL REPORT
For the Fiscal Year Ended June 30, 2010**

TABLE OF CONTENTS

	<u>Page</u>
DISTRICT OFFICIALS	1
FINANCIAL SECTION:	
Independent Auditor's Report	2 - 3
Management's Discussion and Analysis	4 - 14
BASIC FINANCIAL STATEMENTS	
Statement of Net Assets	15
Statement of Revenues, Expenses and Changes in Net Assets	16
Statement of Cash Flows	17
Statement of Net Assets – Fiduciary Fund	18
Statement of Changes in Net Assets – Fiduciary Fund	19
Notes to Basic Financial Statements	20 - 48
SUPPLEMENTAL INFORMATION	
Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual (Non-GAAP Budgetary Basis):	
General Fund	49
General Fund	50
Special Revenue Funds	51
Financial Aid Fund	52
Special Projects Fund	53
Insurance Reserve Fund	54
Debt Service Fund	55
Debt Service Fund	56
Capital Projects Fund	57
Plant Fund	58
Proprietary Funds	59
Enterprise Fund	60
Internal Service Fund	61

Trust and Agency Fund	62
Trust and Agency Fund	63

ACCOMPANYING INFORMATION:

Independent Auditor's Comments and Reports:

Report on Internal Control and on Compliance and Other Matters	64 - 65
Independent Auditor's Comments	66 - 67

Federal Financial Assistance Program Compliance:

Report on Compliance and Internal Control in Accordance with OMB Circular A-133	68 - 69
Schedule of Findings and Questioned Costs	70 - 72
Schedule of Expenditures of Federal Awards	73 - 74
Notes to the Schedule of Expenditures of Federal Awards	75

DISTRICT OFFICIALS

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICIALS

June 30, 2010

David Bridgham, Board Chair
P.O. Box 752
North Bend, OR 97459

Rick Howell, Board Vice Chair
94442 Carlson Heights Lane
North Bend, OR 97459

Harry Abel
93706 Pickett Lane
Coos Bay, OR 97420

Lonny Anderson
2008 State Street
North Bend, OR 97459

Marcia Jensen
68001 Rhoadie Lane
North Bend, OR 97459

Julie Kremers
309 Ackerman
Coos Bay, OR 97420

Cherie Mitchell
P.O. Box 1104
Brookings, OR 97415

Patty Scott
President/Clerk

Linda Kridelbaugh,
Vice President of Administrative Services

Ron Olson
Business Office Director

Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

January 14, 2011

To the Southwestern Oregon Community College District Board of Education:

We have audited the accompanying basic financial statements of Southwestern Oregon Community College District, the discretely presented component unit, and the aggregate remaining fund information, as of and for the year ended June 30, 2010, as listed in the table of contents. These financial statements are the responsibility of Southwestern Oregon Community College District's management. Our responsibility is to express opinions on these financial statements based on our audit.


We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Southwestern Oregon Community College District, the discretely presented component unit, and the aggregate remaining fund information as of June 30, 2010, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2011, on our consideration of Southwestern Oregon Community College District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements, but is supplemental information required by accounting principles generally accepted in the United States of America. We applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the basic financial statements of Southwestern Oregon Community College District, the discretely presented component unit and the aggregate remaining fund information taken as a whole. The supplemental financial information, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards, as listed in the table of contents, is also presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. The supplemental financial information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such supplemental financial information and the schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.


Hough, MacAdam & Wartnik, LLC
Certified Public Accountants

Management's Discussion and Analysis

This discussion and analysis of the Southwestern Oregon Community College District's (Southwestern) financial activities for the fiscal year ending June 30, 2010 should be read in conjunction with the financial statements and the notes thereto, which follow this section.

Accounting Standards

The Government Accounting Standards Board (GASB) Statement No. 34, "Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments" requires a comprehensive look at the entity as a whole, along with recognition of depreciation on capital assets. GASB Statement No. 35, "Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities" requires that a comparative analysis be presented in the Management's Discussion and Analysis (MD&A).

Financial Highlights

- A reduction in funding from the Community College Support Fund and other budgetary considerations necessitated mid-year budget strategy revisions. Reducing spending for payroll and materials and services below the budgeted amounts resulted in the College ending the year in a relatively strong financial position.
- The total assets of Southwestern exceeded its liabilities at the close of fiscal year 2010 by \$16,704,640 (net assets). Of this amount, \$3,877,123 (unrestricted net assets) may be used to meet the college's ongoing obligations to citizens, creditors, and employees.
- The College's total net assets increased by \$ 8,228,728. This increase was due to an investment gain on net pension asset, capital improvements funded by "Go Oregon" Stimulus Projects for Deferred Maintenance and Capital Renewal, principal payments on debt, and restraints on expenditures.
- Southwestern's governmental funds reported combined ending fund balances of \$9,386,338. The increase of \$5,005,067 over the prior year is primarily due to borrowing for construction that increased long term debt.
- At the end of the fiscal year, the General Fund had an unreserved fund balance of \$1,303,717.
- The College's student enrollment as measured by FTE increased for the 2009-2010 academic year by approximately 2.5%. There was an 11% increase in full-time student FTE and a 23% increase in part-time student FTE. A gap analysis was conducted during the winter of 2010 which resulted in new and renewed efforts in the areas of Transitional Education and Community Education and Workforce Development to build enrollment in these areas.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to Southwestern's basic financial statements. The statements are comprised of the government-wide financial statements, fund financial statements, and notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

The government-wide financial statements are designed to provide readers with a broad overview of Southwestern's finances, in a manner similar to a private-sector business. These financial statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole. They are prepared on the full accrual basis of accounting. The government-wide financial statements are comprised of the following:

- The Statement of Net Assets presents information on all of Southwestern's assets and liabilities, with the difference between the two being reported as net assets. Over time, increases or decreases in net assets are indicators of the improvement or erosion of the College's financial health, when considered along with other factors such as enrollment levels or condition of the facilities.
- The Statement of Revenues, Expenses, and Changes in Net Assets presents the revenues earned and the expenses incurred during the fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, i.e. the full accrual basis of accounting, regardless of the timing of when the cash is received or disbursed. Thus revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation). The utilization of long-lived assets is reflected as depreciation, which amortizes the cost of the capital asset over the expected useful life. Revenues and expenses are reported as either operating or non-operating, with operating revenues primarily coming from tuition, grants, and contracts. State appropriations and property taxes are classified as non-operating revenues. Because of the College's dependency on state aid and property tax revenue, this statement presents an operating loss, although net assets remain positive.
- The Statement of Cash Flows presents information on cash flows from operating activities, noncapital financial activities, capital financing activities and investing activities. It provides the net increase or decrease in cash between the beginning and end of the fiscal year. This statement assists in evaluating financial viability and the College's ability to meet financial obligations as they become due.
- The Notes to the Basic Financial Statements provide additional information that is essential to a full understanding of the data provided in the government-wide financial statements.

The fund financial statements are similar to what Southwestern has presented in the past. A fund is a grouping of related accounts that is used to maintain control over the resources that have been segregated for specific activities or objectives. Southwestern, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds at Southwestern can be grouped into three categories: governmental, proprietary, and fiduciary.

- Governmental funds. These are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions.

Southwestern maintains six individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental statement of revenues, expenditures, and changes in fund balance for the general fund, special revenue funds, debt service fund, and the plant fund. Individual fund data for each of the special revenue funds is provided elsewhere in this report.

Southwestern adopts an annual appropriated budget for all of its funds. A budgetary comparison statement has been provided to demonstrate compliance with this budget.

- **Proprietary funds.** The College maintains two different types of propriety funds. Enterprise funds are used to report the same functions presented as business-type activities in the government-wide financial statements. Within this fund there are separate cost centers for the Bookstore, Newmark Center Operations, Newmark Center Tenants, Student Housing, Dining Services, Conferencing, Culinary Program, and Neighborhood Facility building. Internal service funds are an accounting device used to accumulate and allocate costs internally among the College's various functions. Southwestern uses internal service funds to account for its print shop, motor pool, and mail center. Because these services predominantly benefit governmental rather than business-type activities, they have been included within governmental activities in the government-wide financial statements.
- **Fiduciary Funds.** Fiduciary funds are used to account for resources held for the benefit of parties outside the College. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the College's programs. The accounting used for fiduciary funds is much like that used for proprietary funds.

Financial Analysis of the College as a Whole

Analysis of the Statement of Net Assets

Southwestern's financial position at June 30, 2010 shows assets of \$61,884,428, liabilities of \$45,179,788, and net assets of \$16,704,640. The largest portion of Southwestern's net assets reflects its investment in capital assets (e.g., land, buildings, and equipment); less any related debt used to acquire those assets that is still outstanding. The College uses these capital assets to provide services to its students; consequently these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

	2010	2009	% Change
Assets			
Current:			
Cash & cash equivalents	\$ 8,370,341	\$ 852,689	881.6
Receivables	3,958,906	3,955,561	0.1
Prepaid expenses	131,522	42,491	209.5
Inventory	169,529	209,867	-19.2
Noncurrent:			
Restricted cash	5,205	5,837	-10.8
Taxes receivable	445,038	218,549	103.6
Unamortized bond issuance costs	398,980	175,466	127.4
Net pension asset	11,346,289	10,144,000	11.9
Capital assets (net of accum. Depreciation)	37,058,618	34,443,668	7.6
Total assets	<u>\$ 61,884,428</u>	<u>\$ 50,048,128</u>	23.6
Liabilities			
Current liabilities	\$ 3,269,155	\$ 6,038,698	-45.9
Noncurrent liabilities, net of current	41,910,633	35,533,518	17.9
Total liabilities	<u>\$ 45,179,788</u>	<u>\$ 41,572,216</u>	8.7
Net Assets			
Invested in capital assets, net of related debt	\$ 8,551,965	\$ 10,714,743	-20.2
Restricted for pension bond obligations	(1,658,711)	(2,916,000)	43.1
Restricted for capital projects	5,934,262	1,019,624	482.0
Unrestricted	3,877,124	(342,455)	1232.2
Total net assets	<u>\$ 16,704,640</u>	<u>\$ 8,475,912</u>	97.1

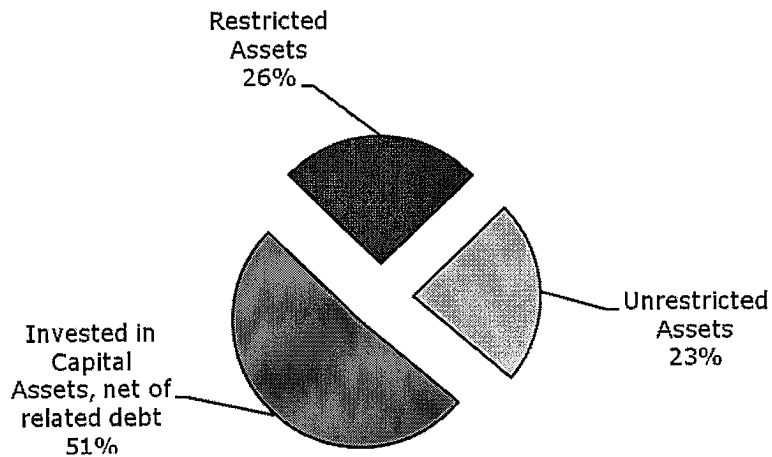
Current assets include cash and investments, accounts receivable from students, the State of Oregon, and others, property taxes, prepaid expenses, and inventory. The College's current assets of \$12,630,298 were sufficient to cover its current liabilities of \$3,269,155. This represents a ratio of 3.86; a key factor looked at by creditors to help determine an institution's creditworthiness. The net pension asset represents a prepayment to PERS on the College's unfunded actuarial liability (UAL). This has result in lower future employer payroll benefits rates. Southwestern's largest noncurrent asset is its investment in capital assets of \$37,058,618 net of accumulated depreciation.

Current liabilities consist primarily of accounts payable, payroll and payroll taxes payable, deferred revenues, compensated absences, and the current portion of long term debt.

The College's investment in capital assets (e.g., land, buildings, and equipment), less any related outstanding debt used to acquire those assets, reflects approximately 51% of its total net assets. Those assets are used to provide services to students; consequently they are not available for future spending. Restricted net assets consist of amounts set aside for capital projects, student financial aid, grants and contracts, and cash earmarked to pay capitalized interest on bonded indebtedness. Unrestricted net assets are available for the continuing operation of the college.

The following graph shows the allocation of net assets at 6/30/10:

Net Assets as of June 30, 2010



Analysis of the Statement of Revenues, Expenses, and Changes in Net Assets

The Statement of Revenues, Expenses, and Changes in Net Assets present the operating results of the College as well as the non-operating revenues and expenses. Annual State appropriations and property taxes, while budgeted for operations, are considered non-operating revenues according to generally accepted accounting principles (GAAP).

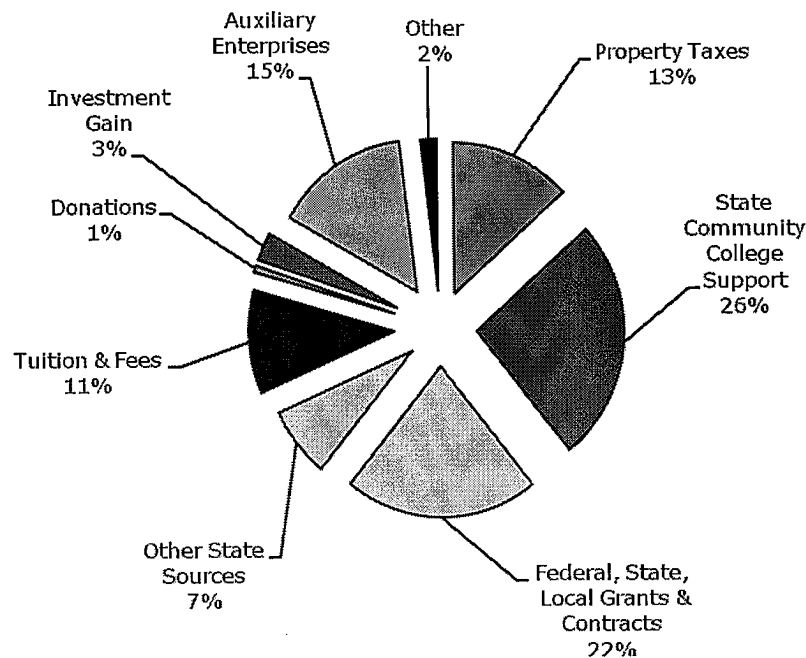
Operating Results for the year ended June 30	2010	2009	% Change
Operating Revenues:			
Tuition & fees (net of scholarship allowances)	\$ 4,408,164	\$ 4,760,480	-7.4
Federal, state, and local grants & contracts	8,562,775	6,072,309	41.0
Auxiliary enterprises, including tuition and fees	5,929,829	4,291,463	38.2
Donations	283,528	35,526	698.1
Other operating revenue	688,940	657,254	4.8
Total operating revenues	19,873,236	15,817,032	25.6
Operating Expenses:			
Instruction	8,708,763	8,722,834	-0.2
Instructional support	1,586,974	1,865,563	-14.9
College support	2,353,611	3,183,345	-26.1
Plant operations & maintenance	3,624,082	2,401,262	50.9
Student services	2,258,807	2,865,948	-21.2
Community services	2,143,776	2,680,627	-20
Student financial aid	1,711,492	1,506,549	13.6
Auxiliary enterprises	5,558,430	4,495,214	23.7
Early retirement costs	340,140	317,674	7.1
Depreciation	1,281,213	1,193,755	7.3
Total operating expenses	29,567,288	29,232,771	1.1
Net operating gain (loss)	(9,694,052)	(13,415,739)	27.7
Non-operating Revenues (Expenses):			
State community college support	10,334,510	6,357,357	62.6
Other state sources	2,993,315	2,075,186	44.2
Property taxes	5,307,651	5,145,330	3.2
Investment gain (loss) on net pension asset	1,202,289	(2,894,096)	141.5
Disposal loss	-	(33,794)	-
Interest and net investment income (loss)	46,595	57,273	-18.6
Interest expense	(1,747,331)	(1,794,657)	-2.6
Total net non-operating revenues (expenses)	18,137,029	8,912,599	103.5
Net change in net assets	8,442,977	(4,503,140)	287.5
Net assets, beginning of year	8,475,912	12,377,807	-31.5
Prior period adjustments	(214,249)	601,245	-135.6
Net assets, beginning of year, as restated	8,261,663	12,979,052	-36.3
Net assets, end of year	\$ 16,704,640	\$ 8,475,912	97.1

The most significant sources of operating revenues for the College are federal, state, and local grants and contracts (including financial aid), student tuition and fees, and auxiliary services such as Student Housing or the Bookstore. Revenue from grants and contracts (including financial aid) were \$8,562,775, from tuition and fees were \$4,408,164, from auxiliary enterprises were \$5,929,829. The College received a \$250,000 donation of land for the Curry campus in 2010.

The largest non-operating revenue source is from the State of Oregon. Annually, the State appropriates funding for community colleges. The College received \$10,334,510 (including \$2,262,731 related to fiscal year 2009) for FTE reimbursement during fiscal year 2010. State funding for community colleges has been decreasing in recent years, and it will decrease further for the next few years.

The following graph shows the allocation of revenues, both operating and non-operating, for the College:

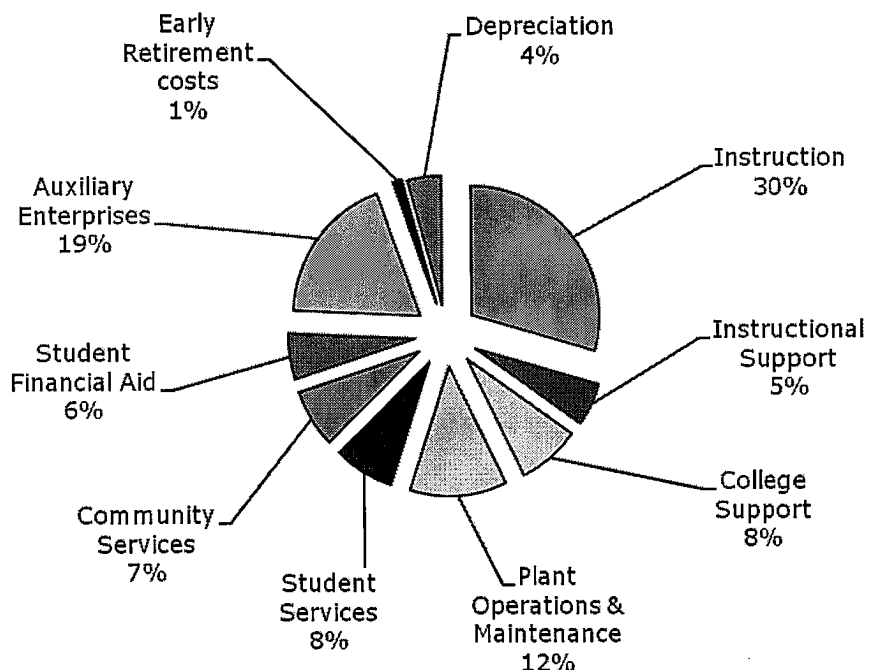
Revenue Sources for Fiscal Year 2010



Operating expenses totaling \$25,567,288 include salaries and benefits, materials and supplies, utilities, scholarships, and depreciation. Instruction and instructional support represent the largest portion of total expenses. The most significant non-operating expense is interest on long term debt.

The following graph shows the allocation of expenses at the College:

Expenses for Fiscal Year FY10



Analysis of the Statement of Cash Flows

This statement provides an assessment of the financial health of the college. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the college during a specific period. The statement of cash flows also helps users assess the ability of the college to meet obligations as they become due and the need for external financing.

	2010	2009	% Change
Cash Provided By (Used In):			
Operating Activities	\$ (8,697,492)	\$(12,295,822)	34.2
Non-capital Financing Activities	18,567,079	13,496,416	31.6
Capital Financing Activities	(2,399,162)	(2,604,281)	-4
Investing Activities	46,595	57,273	-18.6
Net Increase (Decrease) in Cash	7,517,020	(1,346,414)	658.3
Cash - Beginning of Year	858,526	2,204,940	-61.1
Cash - End of Year	\$ 8,375,546	\$ 858,526	875.6

The major sources of funds included in operating activities include student tuition and fees, federal/state financial aid, grants and contracts, and auxiliary enterprises. Major uses were payments made to employees and suppliers, and student financial aid. State FTE reimbursement and property taxes are the primary sources of noncapital financing. The GASB accounting standards require that we reflect these sources of revenue as non-operating, even though the College's budget depends on these revenues to continue the current level of operations. The primary financing activities were the payment of principal and interest on long term debt.

Budgetary Highlights

Southwestern adopts an annual budget at the fund level, which is under the modified accrual method of accounting for governmental funds, and on the accrual basis of accounting for proprietary and fiduciary funds. Transfers of appropriations between existing budget categories can be authorized by Board resolution. The only significant changes between the original or Adopted Budget and the Adjusted Budget include adjustments for transfers and for dining services.

Capital Assets and Debt Administration

Capital Assets

The College's investment in capital assets as of June 30, 2010 amounts to \$37,058,618 net of accumulated depreciation. Investment in capital assets includes land, buildings, improvements, equipment, and art & historical treasures.

Long Term Debt

At the end of the fiscal year, Southwestern's outstanding long term debt amounted to \$43,141,355. Of this amount, \$196,355 represents capital leases payable, \$42,745,000 is bonds payable, and \$200,000 is payable to the Foundation.

Southwestern borrowed \$13,075,000 during fiscal year 2004 to reduce its unfunded actuarial liability (UAL) with PERS. The monies were promptly given to PERS, and will result in lower employer rates in the future.

The College advance refunded \$8,815,000 of leases payable for the Newmark Center, Student Housing, and the Performing Arts Center in fiscal year 2004 to take advantage of lower long term interest rates.

In June 2004 Southwestern borrowed \$9,855,000 to construct a Culinary Arts building and a Student Recreation center. Both projects have independent income streams available to pay principal and interest on the obligations.

In March 2005 Southwestern borrowed \$4,800,000 to construct Student Housing Phase IV. Student Housing enables the College to increase its student population from out of district, and support its strategy of increased enrollments. As with the other student housing borrowings, rental payments from the student occupants completely pay operations, maintenance, and debt service on the units.

The College advance refunded \$9,290,000 of bonds payable for the Culinary Arts building, Student Housing, Student Recreation Center, Dryvit, and the Performing Arts Center in fiscal year 2009 to take advantage of lower long term interest rates. Bonds in the amount of \$9,950,000 were issued.

In June 2010 Southwestern borrowed \$6,115,000 using Federally Taxable Recovery Zone Economic Development Bonds. These funds along with \$2,300,000 from the Department of Community Colleges and Work Force Development are being used to construct a new campus in Brookings, Oregon to be completed Fall 2012. This is in response to increasing demand for educational services in Curry County which encompasses the southern portion of the College District.

Oregon Revised Statutes Chapter 341 limits the amount of general obligation bonds which an Oregon community college may have outstanding at any time to 1.5% of the true cash value of the taxable property within the community college district. Southwestern has no general obligation bonds outstanding at this time. However, it could issue approximately \$90,000,000 of general obligation bonds and stay within the limit. Obligations secured by lease payments and other non-general obligations are not subject to the debt limitations described in this section.

The College has promptly met principal and interest payments on indebtedness when due. Additionally, the College has no authorized but unissued bonds outstanding.

Component Unit

Included in the financial report is information for Southwestern Oregon Community College Foundation, Inc. The Foundation was incorporated on January 3, 1962, and registered as a separate non-for-profit corporation with the State of Oregon. Their Articles of Incorporation establish that the purpose of the Foundation is to support the college. The Foundation has a 501 (c)3 status under the provisions of the Internal Revenue Code, and is exempt from Federal Income Tax. Contributions to the Foundation are tax deductible as defined by the IRS regulations. Bylaws govern the internal affairs of the Foundation. A Board of Directors sets policies for Foundation operations.

The Foundation operates within a written agreement with the College that clearly defines Foundation activities and establishes College support of the Foundation.

The Foundation receives, administers, and disposes of property given to benefit the College, coordinates fundraising efforts, and assists in promoting the College to the public.

Financial information for the component unit is found in the financial statements in a discrete column.

Summary component unit information:

	<u>2010</u>		<u>2010</u>
Current assets	\$ 257,148	Operating revenues	\$ 779,883
Non-current assets	<u>2,267,053</u>	Operating expenses	<u>715,912</u>
Total assets	<u>\$ 2,524,201</u>	Operating gain (loss)	63,971
Current liabilities	\$ 58,604	Non-operating revenue	<u>201,242</u>
Restricted net assets	1,356,664	Increase in net assets	265,213
Unrestricted net assets	<u>1,108,933</u>	Net assets - beginning of Year	<u>2,200,384</u>
Total liabilities & net assets	<u>\$ 2,524,201</u>	Net assets - End of Year	<u>\$ 2,465,597</u>

Economic Factors and Next Year's Budget

The economic downturn has had a major impact on the College. The funds available to community colleges from the Community College Support Fund have decreased dramatically. In addition, enrollment has increased at Southwestern, but not as dramatically as at the community colleges in the more densely populated areas of the state. FTE is a factor in the formula used to determine the distribution of the funds from the Support Fund. As a result of smaller growth in FTE Southwestern has received a smaller proportion of a smaller Support Fund. If the economy continues to be sluggish or worsens the State may reduce funding even further mid-biennium. Budgeting challenges are exacerbated by diminishing, unstable, and unpredictable funding from the Community College Support Fund.

During one of the five special legislative sessions in calendar year 2002, in an attempt to balance the State budget, the legislature passed SB1022. It cancelled the portion of the appropriation that it had intended to pay to the seventeen community colleges in the last quarter of the fiscal year. This same scenario is repeated at the end of each biennium. The State will withhold the April payment for the fiscal year 2011. It will be paid to Southwestern on July 15, 2011. According to GAAP, the College must recognize this as revenue in fiscal year 2011. This mechanism will put added pressure on the College's cash flow. Southwestern will continue to enhance revenues through enterprise activities in order to provide funding stability to fulfill its vision statement which is **"Southwestern leads and inspires lifelong learning"**.

Unfunded actuarial liability (UAL) in the Oregon Public Employees' Retirement System (PERS) continues to be an issue. Since Southwestern borrowed \$13,075,000 to pay down its UAL to PERS, the employer rate decreased dramatically. However, rates will rise in the foreseeable future because of PERS investments and stock market fluctuations.

A new simplified tuition and fee structure was implemented FY07. This was done to enable students to more accurately estimate the cost of attending Southwestern Oregon Community College while generating approximately the same amount of revenue for the College. An assortment of class and registration fees, including the technology fee, was replaced in FY07 by the new fee structure. Feedback has indicated that students appreciate the fee structure because it is easier to calculate what their charges will be.

Tuition and fees have been increased because of economic pressures on the College. Tuition increased from \$69 to \$73 per credit. The per credit fee increased from \$17 to \$18. The per course fee increased from \$25 to \$26. Tuition for the culinary program increased from \$23,000 to \$24,000 and housing rates were increased.

In FY07 the State of Oregon gave Southwestern \$2,300,000 in capital construction monies for an educational facility in Curry County and the State is holding the funds for the College until the facility is constructed. Construction began in June 2010. This project will enhance educational opportunities for students in Curry County.

Student Housing has reached full capacity and Oregon Coast Culinary Institute (OCCI) has experienced enrollment growth nearly reaching capacity. Dining Services and Catering became part of OCCI education program in FY10. These enterprise accounts are self-sustaining and showing a profit to be shared with the general fund.

Request for Information

This financial report is designed to provide an overview of Southwestern Oregon Community College's financial status. Questions concerning any of the information provided in this report, or requests for additional information, should be addressed to:

Business Office Director
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay OR 97420

BASIC FINANCIAL STATEMENTS

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF NET ASSETS
June 30, 2010

	<u>Primary Government</u>	<u>Component Unit</u>
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 8,370,341	\$ 245,298
Receivables:		
Taxes	60,457	-
Accounts	3,898,449	-
Pledges	-	11,850
Prepaid expenses	131,522	-
Inventory	169,529	-
	<u>12,630,298</u>	<u>257,148</u>
Total current assets		
Noncurrent assets:		
Restricted cash - pension and refunding bonds	5,205	-
Pledges receivable	-	38,360
Interest receivable	-	5,333
Long-term investments	-	2,013,810
Taxes receivable	445,038	-
Loan to primary government	-	200,000
Unamortized bond issuance costs	398,980	-
Net pension asset	11,346,289	-
Capital assets (net of accumulated depreciation)	37,058,618	9,550
	<u>49,254,130</u>	<u>2,267,053</u>
Total noncurrent assets		
Total assets	<u>61,884,428</u>	<u>2,524,201</u>
LIABILITIES		
Current liabilities:		
Accounts payable	889,913	58,604
Accrued payroll and payroll liabilities	681,018	-
Compensated absences payable	641,273	-
Accrued interest payable	92,384	-
Nonrefundable deposits	164,334	-
Deferred revenues	457,592	-
Accrued early retirement benefits	342,641	-
	<u>\$ 3,269,155</u>	<u>\$ 58,604</u>
Total current liabilities		

The notes to the basic financial statements are an integral part of this statement.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF NET ASSETS (Continued)
June 30, 2010

	<u>Primary Government</u>	<u>Component Unit</u>
Noncurrent liabilities:		
Portion due and payable within one year:		
Bonds payable	\$ 1,150,000	\$ -
Capital leases payable	103,686	-
Portion due and payable after one year:		
Bonds payable	41,595,000	-
Capital leases payable	92,669	-
Loan payable to component unit	200,000	-
Unamortized bond discounts and premiums	<u>(1,230,722)</u>	<u>-</u>
Total noncurrent liabilities	<u>41,910,633</u>	<u>-</u>
Total liabilities	<u>45,179,788</u>	<u>58,604</u>
NET ASSETS		
Investment in capital assets, net of related debt	8,551,965	-
Restricted assets		
Restricted for pension bond obligations	(1,658,711)	-
Restricted for capital projects	5,934,262	-
Temporarily restricted	-	870,636
Permanently restricted	-	486,028
Unrestricted	<u>3,877,124</u>	<u>1,108,933</u>
Total net assets	<u>16,704,640</u>	<u>2,465,597</u>
Total liabilities and net assets	<u><u>\$ 61,884,428</u></u>	<u><u>\$ 2,524,201</u></u>

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS
For the Year Ended June 30, 2010

	<u>Primary Government</u>	<u>Component Unit</u>
Operating Revenues		
Student tuition and fees, net of scholarship allowances of \$1,238,066	\$ 4,408,164	\$ -
Federal grants and contracts	7,025,279	-
State and local government grants and contracts	1,158,004	-
Nongovernment grants, contracts, and special fees	379,492	-
Auxiliary enterprises, including tuition and fees		
Food services	897,949	-
Bookstore, net of scholarship allowances of \$235,633	1,077,527	-
Student housing, net of scholarship allowances of \$599,848	1,833,387	-
Newmark center	340,741	-
Conferences	78,393	-
Culinary arts, net of scholarship allowances of \$553,675	1,671,831	-
Other auxiliary enterprises	30,001	-
Donations	283,528	756,736
Other operating revenues	688,940	23,147
	<hr/>	<hr/>
Total operating revenues	19,873,236	779,883
Operating Expenses		
Education and general		
Instruction	9,258,664	-
Instructional support	1,683,269	-
College support	2,487,518	-
Plant operations and maintenance	3,711,458	-
Other support services		
Student services	2,461,953	-
Community services	2,266,758	-
Student financial aid	1,711,492	-
Auxiliary enterprises		
Food services	795,563	-
Bookstore	1,181,158	-
Student housing	1,637,377	-
Newmark center	261,570	-
Conferences	82,181	-
Culinary arts	1,598,694	-
Other auxiliary enterprises	1,887	-
Early retirement costs	340,140	-
Depreciation expense	1,281,213	-
Foundation operating expenses	-	715,912
	<hr/>	<hr/>
Total operating expenses	30,760,895	715,912
Excess (deficiency) of revenues over (under) expenses (carried forward to next page)	<hr/> \$ (10,887,659)	<hr/> \$ 63,971

The notes to the basic financial statements are an integral part of this statement.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS (Continued)
For the Year Ended June 30, 2010

	<u>Primary Government</u>	<u>Component Unit</u>
Excess (deficiency) of revenues over (under) expenses (carried forward from previous page)	<u>\$ (10,887,659)</u>	<u>\$ 63,971</u>
Non-Operating Revenues (Expenses)		
State community college support	10,334,510	-
Other state sources	2,993,315	-
Property taxes	5,307,651	-
Investment gain on net pension asset	2,395,896	-
Interest and net investment income (loss)	46,595	201,242
Interest expense	<u>(1,747,331)</u>	<u>-</u>
Total net non-operating revenues (expenses)	<u>19,330,636</u>	<u>201,242</u>
Net change in net assets	<u>8,442,977</u>	<u>265,213</u>
Net Assets		
Net assets - beginning of the year	8,475,912	2,200,384
Prior period adjustment	<u>(214,249)</u>	<u>-</u>
Net assets, beginning of year, as restated	<u>8,261,663</u>	<u>-</u>
Net assets - end of year	<u><u>\$ 16,704,640</u></u>	<u><u>\$ 2,465,597</u></u>

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010

Cash Flows From Operating Activities

Tuition and fees	\$ 5,302,955	
Federal student financial aid grants	3,556,293	
Federal grants and contracts	3,522,647	
State and local governments grants and contracts	1,237,045	
Payments to suppliers for goods and services	(9,825,789)	
Payments to employees	(12,065,566)	
Payments for student financial aid and other scholarships	(4,338,714)	
Payment for early retirement	(340,140)	
Other operating revenues	688,940	
Auxiliary enterprises:		
Cash received from customers	7,319,354	
Paid to suppliers	<u>(3,754,517)</u>	
Net cash (used) by operating activities		\$ (8,697,492)

Cash Flows From Non-Capital Financing Activities

Cash received from property taxes	5,239,254	
Cash received from state community college support	10,334,510	
Cash received from other state sources	<u>2,993,315</u>	
Net cash provided by non-capital financing activities		18,567,079

Cash Flows From Capital and Related Financing Activities

Purchase of capital assets	(3,986,489)	
Proceeds from short-term debt	3,340,000	
Proceeds from long-term debt	6,115,000	
Principal payments on short-term debt	(4,740,000)	
Principal payments on long-term debt	(1,348,846)	
Interest payments on long-term debt	(1,738,439)	
Administrative payments	<u>(40,388)</u>	
Net cash (used) by capital and related financing activities		(2,399,162)

Cash Flows From Investing Activities

Interest on investments	<u>46,595</u>	
-------------------------	---------------	--

Net increase in Cash and Cash Equivalents

7,517,020

Cash and Cash Equivalent, July 1, 2009

(including restricted cash of \$5,837)	<u>858,526</u>	
--	----------------	--

Cash and Cash Equivalents, June 30, 2010

(including restricted cash of \$5,205)	<u><u>\$ 8,375,546</u></u>	
--	----------------------------	--

Reconciliation to Amounts Shown on Statement of Net Assets

Unrestricted cash and cash equivalents	\$ 8,370,341	
Restricted cash and cash equivalents	<u>5,205</u>	

Total Cash and Cash Equivalents

\$ 8,375,546

The notes to the basic financial statements are an integral part of this statement.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF CASH FLOWS (Continued)
For the Year Ended June 30, 2010

**Reconciliation of Net Income to Net Cash
(Used) By Operating Activities**

Operating (loss)	\$ (10,887,659)
Adjustments to reconcile net income to net cash provided by operating activities	
Depreciation	1,281,213
PERS transfers to employer reserves	1,193,607
Change in assets and liabilities	
Accounts receivable	(229,835)
Prepaid expenses	(89,031)
Inventories	40,338
Unamortized bond issuance costs	(20,777)
Accounts payable	(84,867)
Accrued payroll and payroll liabilities	7,561
Accrued interest payable	8,892
Due to other agencies	53,670
Deferred revenue	(255,486)
Compensated absences payable	93,015
Unamortized discounts & premiums	38,322
Early retirement benefits	153,545
	<hr/>
Net cash used by operating activities	(8,697,492)
	<hr/>
Noncash Capital and Related Financing Activities	
Donation of capital assets	283,528
Investment gain on net pension asset	2,395,896
Net pension asset	(2,395,896)
	<hr/>
Total net noncash capital and related financing activities	\$ 283,528
	<hr/> <hr/>

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF NET ASSETS
FIDUCIARY FUND
June 30, 2010

	<u>Trust and Agency Fund</u>
Assets	
Cash and cash equivalents	\$ 128,014
Accounts receivable	<u>874</u>
Total assets	<u>128,888</u>
Liabilities	
Accounts payable	3,074
Due to other agencies	116,472
Deferred revenues - on-line fees	<u>9,342</u>
Total liabilities	<u>128,888</u>
Net Assets - held in trust for benefits and other purposes	<u><u>\$ -</u></u>

The notes to the basic financial statements are an integral part of this statement.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
STATEMENT OF CHANGES IN NET ASSETS
FIDUCIARY FUND
For the Fiscal Year Ended June 30, 2010

	<u>Trust and Agency Fund</u>
Additions:	
Tuition and fees	\$ 33,661
Other	<u>107,275</u>
Total additions	<u>140,936</u>
Deductions	
Personal services	2,344
Materials and services	135,181
Other	<u>3,411</u>
Total deductions	<u>140,936</u>
Change in net assets	<u>-</u>
Net assets - beginning of year	<u>-</u>
Net assets - end of year	<u><u>\$ -</u></u>

The notes to the basic financial statements are an integral part of this statement.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

June 30, 2010

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The Southwestern Oregon Community College District (the College District), the primary government and municipal corporation, is a post-secondary institution, which was established in 1961 to provide educational courses and programs to citizens on the south coast of Oregon. The College District currently serves all of Coos County, western Douglas County, and Curry County.

In evaluating how to define the College District for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity was made by applying the criteria as established by GASB. The accompanying financial statements present the government and its component unit entity for which the government is considered to be financially accountable. This discretely presented component unit is reported in a separate column in the government-wide financial statements to emphasize that it is legally separate from the government.

Discretely presented component unit

Southwestern Oregon Community College Foundation, Inc. (the Foundation) is an Oregon non-profit corporation exempt from income tax under Section 501(c)(3) of the Internal Revenue Code and, as such, is a separate legal entity. In order to comply with generally accepted reporting practices throughout the State of Oregon, and in accordance with GASB criteria, this unit is included in the College District's reporting entity as a component unit for the year ended June 30, 2010.

The Foundation's summarized financial activity and financial position for the current year are discretely presented in a separate column in the College District's basic financial statements; however, GASB does not require a Statement of Cash Flows presentation for the Foundation within the primary government's financial information. The objective and activities of this corporation are to aid and promote the educational, cultural, and recreational needs of citizens of the College District. More specific current goals are to provide additional student financial assistance and to provide funds for development and improvement of any Southwestern Oregon Community College program. The College District provides services to the Foundation in the form of processing receipts and disbursements, upon approval by the Foundation Executive Director, through the College District's Business Office Director and the College District's Accounts Payable Department. The Foundation's major sources of revenue are donations and investment income. The Foundation is governed by a twenty-two member Board plus two College District Board Members who serve as non-voting ex-officio members of the Foundation's Board.

Separate financial statements for Southwestern Oregon Community College Foundation, Inc. may be obtained through request of the Foundation Executive Director located at the Southwestern Oregon Community College District Coos Bay campus.

Basis of Presentation

The financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the GASB, including Statement No. 34, *Basic Financial Statement – and Management's Discussion and Analysis – for State and Local Governments*, and Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis of Public College and Universities*, issued in June and November 1999. The College District follows the "business-type activities" reporting requirements of GASB Statement No. 35 that provides a comprehensive one-column look at the College District's financial activities. As a general rule, the effect of internal transactions between the College District's functions has been eliminated.

Basis of Accounting

The basic financial statements are prepared on the accrual basis of accounting, whereby revenues are recorded when earned and expenses are recorded at the time liabilities are incurred. Property taxes are recognized as revenues in the years for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the grantor have been met.

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in the College District's basic financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board (GASB). The College District has elected not to follow subsequent private sector standards.

Use of Estimates

The preparation of basic financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that effect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the basic financial statements, and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents are considered to be cash on hand, demand deposits, the State of Oregon Treasurer's Local Government Investment Pool (LGIP), and short-term investments with original maturities of three months or less from the date of acquisition. The LGIP is stated at cost, which approximates fair value. Fair value of the investment in the LGIP is the same as the value of the pool shares.

Investments

State statutes authorize the College District to invest in banker's acceptances; time certificates of deposits; repurchase agreements; obligations of the U.S. Treasury and its agencies; the agencies and instrumentalities of the United States and the States of Oregon, Washington, Idaho, and California; the Oregon State Treasurer's Local Government Investment Pool; demand deposits; and fixed or variable life insurance or annuity contracts for funding deferred compensation. The College District's investment policy is more restrictive than state statutes.

Receivables

All accounts, student loans, grants, and property taxes receivable are shown net of an allowance for uncollectible accounts.

Property taxes are levied and become a lien on all taxable property as of July 1. Taxes are payable on November 15, February 15, and May 15. Discounts are allowed if the amount due is received by November 15 or February 15. Taxes unpaid and outstanding on May 16 are considered delinquent.

Student loan receivables are recorded as tuition is assessed or as amounts are advanced to students under various federal student financial assistance programs.

Unreimbursed expenses qualified from grantor agencies are reflected in the basic financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenses are incurred. Grant funds received prior to the occurrence of qualifying expenses are recorded as deferred revenue.

Inventory

Inventory is stated at the lower of cost or market. Cost is determined by the retail cost method for the Bookstore and first-in/first-out method for all inventory.

Capital Assets

Capital assets include land and land improvements, buildings and building improvements; equipment, vehicles, and machinery; works of art and historical treasures; infrastructure, which includes utility systems; leasehold improvements; and construction in progress. The College District has defined capital assets as having an initial value or cost of at least \$5,000 and an expected life of more than two years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Library books are capitalized. Donated capital assets are recorded at fair market value at the date of donation. The costs of normal maintenance and repairs that do not add to the value or functionality of the assets' lives are not capitalized, but are expensed as incurred.

Buildings, equipment, vehicles, machinery, leasehold improvements, and land improvements of the College District are depreciated using the straight-line method over the following lives:

Buildings and building improvements	20-60 years
Equipment, vehicles, and machinery	5-25 years
Land improvements	10-30 years
Library books	43 years

Compensated Absences

It is the College District's policy to permit employees to accumulate earned but unused vacation pay. There is no liability for unpaid accumulated sick leave since the College District does not have a policy to pay any amounts when employees separate from service. For government-wide financial reporting, unused vacation pay is recognized as an expense and accrued when earned, however it is not reported in the individual fund financial statements except when matured, as the result of resignation or retirement.

Long-term Obligations, Bond Discounts, and Issuance Costs

Long-term obligations and rebatable arbitrage are reported in the government-wide financial statements as liabilities. The governmental individual fund financial statements do not report long-term obligations or rebatable arbitrage because they do not require the use of current financial resources.

Bond discounts and issuance costs, net of premiums, are deferred and amortized over the term of the bonds using the bonds-outstanding method in the government-wide financial statements, but are recognized during the current period in the individual fund financial statements. The bonds-outstanding method does not differ significantly from the effective interest rate method.

Operating Revenues and Expenses

Operating revenues and expenses generally result from providing services to students. Principal operating revenues include tuition, federal and state grants, charges for services, and sale of educational material. Operating expenses include the costs of faculty, administration, sales, and services for food services and bookstore operations and depreciation. All other revenues, including state educational support, and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Scholarship Allowances

Financial aid to students is reported in the basic financial statements under the alternative method as prescribed by the National Association of College and University Business Officers (NACUBO). Certain aid such as loans, funds provided to students as awarded by third parties, and Federal Direct Lending is accounted for as a third party payment (credited to the student's account as if the student made the payment). All other aid is reflected in the basic financial statements as operating expense, or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid computed on a college-wide basis by allocating the cash payments to students, excluding payments for services, on the ratio of total aid to the aid not considered to be third party aid.

Federal Student Financial Assistance Programs

The College District participates in the federally funded Pell Grant Program, Work-Study Program, Supplemental Educational Opportunity Grants program, and Academic Competitiveness Grants program. The College District also participates in Federal Stafford and Plus loan programs. Federal programs are audited in accordance with the Single Audit Act, the U.S. *Office of Management and Budget Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations*, and the related *Compliance Supplement*.

Net Assets

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets, then offset by the unamortized amount of premiums, discounts, and issuance costs. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the College District (including self-imposed legal mandates) or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

GASB Statement No. 34 reports equity as "Net Assets" rather than "Fund Balance". Net assets are classified according to external donor restrictions or availability of assets for satisfaction of College District obligations. Expendable restricted net assets represent funds held in federal financial aid programs. The restricted net assets of \$5,205 represents cash from the pension bond issuance held in restricted cash accounts and PERS side accounts to be utilized for debt service (Note III D). Restricted net assets for capital projects of \$5,934,262 represents unexpended loan proceeds obtained for construction at the Curry County Campus.

When both restricted and unrestricted resources are available for use, it is the College District's policy to use restricted resources first, then unrestricted resources to meet its ongoing operations and debt service obligations as they are needed.

	<u>2010</u>
Invested in capital assets, net of related debt:	
Net capital assets	\$ 37,058,618
Less:	
Full faith and credit obligations	(29,740,000)
Loan payable to component unit	(200,000)
Capital leases payable	(196,355)
Unamortized debt issuance costs, premiums, and discounts	<u>1,629,702</u>
	<u>\$ 8,551,965</u>

Fund Equity

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose.

II. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

A. Budgetary Information

In accordance with Oregon Revised Statutes, the College District adopts annual budgets and makes appropriations on a fund basis, using either the modified accrual or accrual basis of accounting depending on the fund.

A budget is prepared for all College District funds in the main categories required by Oregon Local Budget Law – personal services, materials and services, capital outlay, other financing used, and debt service. However, the College District's legal spending authority is defined by a resolution passed by the Board of Education making the appropriations and adopting the budget. The legally adopted appropriations are by object class, such as personal services, materials and services, capital outlay, debt service, transfers, and contingency.

The College District begins its budget process each year with the establishment of the budget committee. Recommendations are developed through early spring and the budget committee approves the budget in late spring. Public notices of the budget committee meetings and the public hearing prior to adoption are published in accordance with Oregon Local Budget Law. The Board of Education may amend the budget prior to adoption; however, budgeted expenditures for each fund may not be increased by more than 10 percent. The budget is then adopted, appropriations are made, and the tax levy is declared no later than June 30.

Expenditures cannot legally exceed the appropriation levels, which are adopted by Board resolution. The Board of Education can change the budget throughout the year by appropriation transfers between levels of control and supplemental budgets as authorized by Oregon Revised Statutes. The budget basis financial schedules reflect the original budget plus all approved supplemental appropriations and appropriation transfers. Annual appropriations lapse at fiscal year end on June 30.

B. Excess of Expenditures Over Appropriations

Expenditures exceeded appropriations for the fiscal year ended June 30, 2010 in the following amounts:

General Fund	
Transfers out	<u>\$ 274,691</u>
Financial Aid Fund	
Other financial aid	<u>\$ 496,714</u>

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

Deposits

The Governmental Accounting Standards Board has adopted accounting principles generally accepted in the United States of America (GAAP), which include standards to categorize deposits to give an indication of the level of custodial credit risk assumed by the College District at June 30, 2010. If bank deposits at year end are not entirely insured or collateralized with securities held by the College District or by its agent in the College District's name, the College District must disclose the custodial credit risk (below) that exists. Deposits with financial institutions are held in the name of the College District and are comprised of bank demand deposits. For deposits in excess of federal depository insurance, Oregon Revised Statutes require the depository institution to participate in the Public Funds Collateralization Program. The Public Funds Collateralization Program is a multiple financial institution collateral pool administered by the Oregon State Treasurer's Office. For the fiscal year ended June 30, 2010, the carrying amounts of the College District deposits in various financial institutions were \$8,418,369 and the bank balances were \$8,702,933. Of the bank balance, \$611,932 was insured by Federal Depository Insurance Corporation and \$8,091,001 was insured by the Public Funds Collateralization Program.

Custodial Credit Risk. Custodial credit risk for deposits is the risk that, in the event of a bank failure, a government's deposits may not be returned to it. The College District does not have a formal deposit policy for custodial credit risk.

Effective July 1, 2008, the Oregon State Treasurer became responsible for monitoring public funds held by bank depositories in excess of FDIC insured amounts, and for assuring that public funds on deposit are collateralized to the extent required by Oregon Revised Statutes (ORS) Chapter 295. ORS 295 requires depository banks to place and maintain on deposit with a third party custodian bank securities having a value of 10, 25, or 110 percent of public funds on deposit depending primarily on the capitalization level of the depository bank. The \$8,091,001 in College District deposits covered by the state collateral pool is not exposed to custodial credit risk because the collateral is considered to be held by a third party custodian bank and also in the College District's name.

Investments

The College District has invested funds in the State Treasurer's Oregon Short-term Fund Local Government Investment Pool during fiscal year 2010. The Oregon Short-Term Fund is the local government investment pool for local governments and was established by the State Treasurer. It was created to meet the financial and administrative responsibilities of federal arbitrage regulations. The investments are regulated by the Oregon Short-Term Fund Board and approved by the Oregon Investment council (ORS 294.805 to 294.895). The Local Government Investment Pool (LGIP) is an external investment pool managed by the State Treasurer's office, which allows governments within the state to pool their funds for investment purposes. The amounts invested in the pool are not classified by risk categories because they are not evidenced by securities that exist in physical or book entry form as defined by GASB Statement No. 40.

In addition, the Oregon State Treasury LGIP distributes investment income on an amortized cost basis and participants' equity in the pool is determined by the amount of participant deposits, adjusted for withdrawals and distributed income. Accordingly, the adjustment to fair value would not represent an expendable increase in the College District's cash position.

Investment in the Oregon State Treasury LGIP is made under the provisions of ORS 294. These funds are held in the College District's name and are not subject to collateralization requirements of ORS 295.015. Investments are stated at amortized cost, which approximates fair value.

Credit Risk

State statutes authorize the District to invest primarily in general obligations of the U.S. Government and its agencies, certain bonded obligations of Oregon municipalities, bank repurchase agreements, bankers' acceptances, certain commercial papers, and the State Treasurer's investment pool, among others. The District has no formal investment policy that further restricts its investment choices.

Concentration of Credit Risk

The College District is required to provide information about the concentration of credit risk associated with its investments in one issuer that represent 5 percent or more of the total investments, excluding investments in external investment pools or those issued and explicitly guaranteed by the U.S. Government. The District has no such investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Oregon Short-Term Fund Board manages this risk by limiting the maturity of the investments held by the fund. The College District's investment policy includes only those investments authorized by statute, but places no limits on the amount of each type in the investment portfolio. Further, the College District has no formal investment policy that explicitly limits investment maturities as a means of managing its exposure to fair value loss arising from increasing interest rates.

As of June 30, 2010, the College District had the following investments:

<u>Investment Type</u>	<u>Maturity</u>	<u>Percentage of Portfolio</u>	<u>Fair Value</u>
Oregon State Treasury Local Government Investment Pool	1 day	100%	<u>\$ 11,810</u>

A reconciliation of cash and cash equivalents as shown on the Statement of Net Assets is as follows:

Cash on hand and petty cash	\$ 7,913
Deposits with financial institutions	8,418,369
Local Government Investment Pool	11,810
Carrying amount of cash with county treasurer	<u>65,468</u>
Total cash and cash equivalents	<u>\$ 8,503,560</u>
Primary Government	\$ 8,375,546
Fiduciary Fund	<u>128,014</u>
Total cash and cash equivalents	<u>\$ 8,503,560</u>

B. Receivables

Intergovernmental receivables are considered to be fully collectible. Accounts receivable include an allowance for uncollectible accounts for tuition and fees of \$930,705. All non-current property taxes receivable are treated as deferred revenue in the budgetary fund schedules.

Property taxes are assessed and attach as an enforceable lien on property as of July 1. Taxes are levied on July 1 and are payable on November 15. They may be paid in installments due November 15, February 15, and May 15. Taxes are billed and collected by the County of Coos, County of Douglas and County of Curry and remittance to the College District is made at periodic intervals. For fiscal year 2009-2010, the College District imposed a tax rate of \$.7017 per \$1,000 of assessed value. This resulted in a net levy of \$4,852,167 after reduction for compression loss due to constitutional limits, and after increases due to additional taxes, penalties, and other adjustments.

Property taxes are recorded on the accrual basis in the basic financial statements. No allowance for uncollectible property taxes is shown in the financial statements since unpaid property taxes are a permanent lien and the amount of property taxes ultimately not collected is immaterial. Interest on delinquent property taxes is recognized when received.

Following is a summary of property tax transactions for the fiscal year ended June 30, 2010:

	Receivable 7/1/2009	2009-2010 Net Levy	Collections and Adjustments	Receivable 6/30/2010
Coos County:				
2009-10	\$ -	\$ 2,895,814	\$ 2,714,605	\$ 181,209
2008-09	171,793	-	83,709	88,084
2007-08	70,530	-	30,301	40,229
2006-07	33,830	-	19,676	14,154
2005-06	13,299	-	10,464	2,835
Prior years	7,120	-	1,101	6,019
Subtotal	\$ 296,572	\$ 2,895,814	\$ 2,859,856	\$ 332,530
Douglas County:				
2009-10	\$ -	\$ 277,572	\$ 253,853	\$ 23,719
2008-09	13,887	-	5,559	8,328
2007-08	5,867	-	2,406	3,461
2006-07	2,944	-	2,135	809
2005-06	1,192	-	1,120	72
Prior years	750	-	407	343
Subtotal	\$ 24,640	\$ 277,572	\$ 265,480	\$ 36,732
Curry County:				
2009-10	\$ -	\$ 1,678,781	\$ 1,599,540	\$ 79,241
2008-09	72,894	-	40,682	32,212
2007-08	25,418	-	10,139	15,279
2006-07	10,774	-	4,860	5,914
2005-06	4,781	-	3,204	1,577
Prior years	2,019	-	9	2,010
Subtotal	115,886	1,678,781	1,658,434	136,233
Total all counties	\$ 437,098	\$ 4,852,167	\$ 4,783,770	\$ 505,495

C. Capital Assets

	Balance 7/1/2009	Increases	Decreases	Balance 6/30/2010
<i>Capital assets not being depreciated</i>				
Land	\$ 768,939	\$ 250,000	\$ -	\$ 1,018,939
Construction in progress	709,053	2,903,784	(816,697)	2,796,140
Art works collection	145,000	-	-	145,000
Total capital assets not being depreciated	1,622,992	3,153,784	(816,697)	3,960,079
<i>Capital assets being depreciated</i>				
Land improvements	1,008,521	-	-	1,008,521
Library books	623,774	27,459	(6,308)	644,925
Buildings	39,961,776	1,006,303	-	40,968,079
Equipment and vehicles	4,833,521	634,313	(159,987)	5,307,847
Total capital assets being depreciated	46,427,592	1,668,075	(166,295)	47,929,372
<i>Less accumulated depreciation for</i>				
Land improvements	(867,719)	(21,758)	-	(889,477)
Library books	(250,456)	(14,998)	2,532	(262,922)
Buildings	(9,648,438)	(919,927)	-	(10,568,365)
Equipment and vehicles	(2,840,303)	(324,530)	54,764	(3,110,069)
Total accumulated depreciation	(13,606,916)	(1,281,213)	57,296	(14,830,833)
Total capital assets being depreciated, net	32,820,676	386,862	(108,999)	33,098,539
Total capital assets, net	<u>\$ 34,443,668</u>	<u>\$ 3,540,646</u>	<u>\$ (925,696)</u>	<u>\$ 37,058,618</u>

D. Long-Term Debt

Limited Tax Bonds

The College District issues limited tax bonds in governmental and business-type activities. Limited tax bonds include limited tax revenue bonds, full faith and credit obligations, and limited tax pension bonds. The limited tax revenue bonds financed the following:

Pension Bonds – The College District issued limited tax pension bonds in February 2004 (the “Pension Bonds”). Net proceeds of the Pension Bonds were deposited into a lump sum payment account at PERS for the benefit of the College District. This Pension Bond was issued as part of a larger pool of pension obligations. The College District’s Pension Bonds refinanced a portion of the Unfunded Actuarial Liability allocated to the College District in the Oregon Public Employees Retirement System (see “Pension System” herein). The Pension Bonds were issued in the principal amount of \$13,075,000. Such lump sum payment reduced the College District’s current payroll contribution rates (see “Pension System” herein), and, if returns on the account exceed the cost of the borrowing, will result in a net benefit to the College District. Payment of debt service on the Pension Bond is primarily from the College District’s General Fund, the same fund from which the College District would have made pensions plan contributions for the Unfunded Actuarial Liability. Payments are due semi-annually and mature in June 2028.

Limited tax pension bonds financed a portion of the estimated unfunded actuarial liability with the Oregon Public Employees Retirement System. All limited tax bonds are backed by the full faith and credit of the College District, within the limitations of Article XI of the Oregon Constitution, and are to be repaid from existing revenue sources.

The future debt maturity requirements are as follows at June 30, 2010:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 100,000	\$ 701,420	\$ 801,420
2012	150,000	697,059	847,059
2013	200,000	690,228	890,228
2014	260,000	680,734	940,734
2015	320,000	668,262	988,262
2016-2020	2,745,000	3,024,265	5,769,265
2021-2025	5,340,000	2,026,158	7,366,158
2020-2028	<u>3,890,000</u>	<u>390,695</u>	<u>4,280,695</u>
Total	<u>\$ 13,005,000</u>	<u>\$ 8,878,821</u>	<u>\$ 21,883,821</u>

Other Limited Tax Obligations – The College District originally issued other Full Faith and Credit Obligations for a variety of projects as described below:

- (1) Student Services Center/Bookstore – Financed by the College District's Full Faith and Credit Obligations, Series 1995 ("Series 1995 Obligations").
- (2) One-Stop Career Center and Family Center – Financed by the College District's Full Faith and Credit Obligations, Series 1995B ("Series 1995B Obligations"), partially refunded in 2003. Lease revenues and grants are generated from the One-Stop Center and Family Center.
- (3) Student Housing Projects – Were financed by the College District's (i) Full Faith and Credit Obligations, Series 1996 ("Series 1996 Obligations") refunded in 2003; (ii) Full Faith and Credit Obligations, Series 1998 ("Series 1998 Obligations"); and (iii) Full Faith and Credit Obligations, 2000 Series A ("2000 Series A Obligations") refunded 2003; the housing was constructed for on-campus student living and to generate rental income.
- (4) Student Housing Projects – Series 2005, \$4,800,000 Housing Phase IV for new student housing facilities – limited tax full faith and credit revenue bonds. The housing was constructed for on-campus student living and to generate rental income.
- (5) Performing Arts Center, Stensland Hall and the Newmark Center – The College District issued its Full Faith and Credit Obligations, Series 2002 ("Series 2002 Obligations") to finance repairs to Stensland Hall and the Newmark Center and to complete construction of the Performing Arts Center. The portion of the 2000 Series A Obligations and the Series 2002 Obligations used to finance the Performing Arts Center and the repairs to Stensland Hall and the Newmark Center will not generate rental income. The Series 2002 Obligations represent ownership interests in lease payments due from the College District.
- (6) Culinary Institute and Student Recreation Center – The College District issued its Full Faith and Credit Obligations, Series 2004 to finance a culinary institute and a student recreation center. The culinary institute and student recreation center generate tuition and fee revenues.

- (7) Curry Campus Project – The College District issued its Full Faith and Credit Obligations, Series 2010 to finance costs of construction of new Curry Campus facilities (Series 2010 Obligations). The Series 2010 Obligations are Federally Taxable Recovery Zone Economic Development Bonds that qualify for American Recovery and Reinvestment Act of 2009 Direct Interest Subsidy Payment rebates of 45 percent of the interest payable on such Series 2010 Obligations. Each cash rebate is to be paid from the United States Treasury to an escrow agent for the College District, and held in escrow for credit against the next interest payment required to be made. The College District will not have to repay the cash rebates if at least 75 percent of the Series 2010 Obligation proceeds are spent on construction expenditures in accordance with a required schedule through June 30, 2012.

Repayment of principal and interest on the College District's outstanding full faith and credit obligations are secured by lease payments. A summary of the Full Faith and Credit Obligations, as issued, is shown below.

Full Faith and Credit Obligations	Date of Issue	Interest Rates (%)	Amount Issued
Series 2002 Obligations (a)	1/1/2002	4.0-5.25%	\$ 910,000
Series 2003 Refunding Obligations (b)	10/1/2003	2.0-4.60%	9,980,000
Series 2004 Obligations	6/1/2004	2.0-5.00%	9,855,000
Series 2005 Obligations	3/29/2005	3.0-5.00%	4,800,000
Series 2006 Obligations	9/13/2006	4.0-4.20%	2,500,000
Series 2007 Refunding Obligations (c)	9/17/2007	4.0-4.30%	9,995,000
Series 2010 Obligations (d)	6/15/2010	4.6-6.38%	6,115,000
			<u>44,155,000</u>
Series 2004 Pension Bonds	2/24/2004	3.348-5.53%	<u>13,075,000</u>
Total Full Faith and Credit Obligations			<u>\$ 57,230,000</u>

A summary of the principal payments made and outstanding amounts related to the Full Faith and Credit Obligations is shown below.

Full Faith and Credit Obligations	Beginning Balance 7/1/2009	Principal Paid	Ending Balance 6/30/2010	Amount Due Within 1 Year
Series 1995 Obligations	\$ 30,000	\$ 30,000	\$ -	\$ -
Series 2002 Obligations (a)	130,000	65,000	65,000	65,000
Series 2003 Refunding Obligations (b)	7,335,000	545,000	6,790,000	565,000
Series 2004 Obligations	2,880,000	190,000	2,690,000	215,000
Series 2005 Obligations	2,355,000	135,000	2,220,000	140,000
Series 2006 Obligations	2,285,000	65,000	2,220,000	70,000
Series 2007 Refunding Obligations (c)	9,765,000	60,000	9,705,000	60,000
Series 2010 Obligations (d)	-	-	6,115,000	-
	<u>24,780,000</u>	<u>1,090,000</u>	<u>29,805,000</u>	<u>1,115,000</u>
Series 2004 Pension Bonds	<u>13,060,000</u>	<u>55,000</u>	<u>13,005,000</u>	<u>100,000</u>
Total Full Faith and Credit Obligations	<u>\$37,840,000</u>	<u>\$1,145,000</u>	<u>\$42,810,000</u>	<u>\$ 1,215,000</u>

Note

- a. Financed through ownership interests in lease payments of the College District, which principal amounts due are included in capital leases payable in the Statement of Net Assets.
- b. The College District's Full Faith and Credit Refunding Obligations, Series 2003 refunded all of the Series 1996 Obligations and 2000 Series A Obligations in order to realize a savings on debt service payments.
- c. The College District's Full Faith and Credit Refunding Obligations, Series 2007 refunded all or portions of the Series 1998, 2002, 2004 and 2005 Obligations In order to realize a savings on debt service payments.
- d. Interest rates disclosed are the coupon rates, before application of the direct interest rate subsidy cash rebate of 45 percent of interest payable. The combined effective interest rate will be approximately 3.36% upon application of all rebates.

In October 2003, the College District issued \$9,980,000 Series 2003 (Note b. above) of limited tax full faith and credit refunding obligation bonds to refinance all or part of previously issued obligation bonds. Bonds outstanding at year-end are as follows:

Purpose	Budgetary Fund Responsible For Repayment	Interest Rates	Original Amount	Outstanding Balance at 6/30/10	Amount Due Within 1 Year
Performing Arts Center	Debt Service	2.00-4.60%	\$ 1,286,668	\$ 932,097	\$ 45,973
Newmark Center	Enterprise	2.00-4.60%	3,379,500	1,987,878	290,256
Student Housing	Enterprise	2.00-4.60%	5,313,832	3,870,025	228,771
Total activity			<u>\$ 9,980,000</u>	<u>\$ 6,790,000</u>	<u>\$ 565,000</u>

The future debt maturity requirements are as follows at June 30, 2010:

Fiscal Year Ending June 30	Principal	Interest	Total
2011	\$ 565,000	\$ 267,093	\$ 832,093
2012	595,000	248,730	843,730
2013	620,000	227,905	847,905
2014	655,000	205,585	860,585
2015	685,000	181,350	866,350
2016-2020	2,160,000	578,005	2,738,005
2021-2025	<u>1,510,000</u>	<u>176,655</u>	<u>1,686,655</u>
Total	<u>\$ 6,790,000</u>	<u>\$ 1,885,323</u>	<u>\$ 8,675,323</u>

In June 2004, the College District issued of Full Faith and Credit Obligations Series 2004 where the College District pledges income derived from the acquired or constructed assets to pay debt service. The bonds were issued to finance construction projects for the Culinary Arts facility and construct a Student Recreation Center facility. Bonds outstanding at year-end are as follows:

Purpose	Budgetary Fund Responsible For Repayment	Interest Rates	Original Amount	Outstanding Balance at 6/30/10	Amount Due Within 1 Year
Student Recreation Center	Debt Service	2.00-5.00%	\$ 6,257,925	\$ 1,708,150	\$ 136,525
Culinary Arts Institute	Enterprise	2.00-5.00%	3,597,075	981,850	78,475
Total activity			<u>\$ 9,855,000</u>	<u>\$ 2,690,000</u>	<u>\$ 215,000</u>

The future debt maturity requirements are as follows at June 30, 2010:

Fiscal Year Ending June 30	Principal	Interest	Total
2011	\$ 215,000	\$ 112,980	\$ 327,980
2012	235,000	105,025	340,025
2013	255,000	95,860	350,860
2014	280,000	85,660	365,660
2015	310,000	74,180	384,180
2016-2020	<u>1,395,000</u>	<u>150,643</u>	<u>1,545,643</u>
Total	<u>\$ 2,690,000</u>	<u>\$ 624,348</u>	<u>\$ 3,314,348</u>

In March 2005, the College District issued \$4,800,000 of Full Faith and Credit Obligations Series 2005 for the purpose of financing capital construction and improvements, including designing, constructing, equipping, and furnishing student housing and facilities, and paying issuance costs. The College District expects to make the financing payments through rent derived from the housing units.

The future debt maturity requirements are as follows at June 30, 2010:

Fiscal Year Ending June 30	Principal	Interest	Total
2011	\$ 140,000	\$ 91,703	\$ 231,703
2012	145,000	86,977	231,977
2013	150,000	81,903	231,903
2014	155,000	76,427	231,427
2015	160,000	70,615	230,615
2016-2020	340,000	268,950	608,950
2021-2025	<u>1,130,000</u>	<u>151,380</u>	<u>1,281,380</u>
Total	<u>\$ 2,220,000</u>	<u>\$ 827,955</u>	<u>\$ 3,047,955</u>

In September 2006, the College District issued \$2,500,000 of Full Faith and Credit Obligations Series 2006 for the purpose of financing capital construction and improvements, including completion of a student housing center and a student recreation center, reimbursing the College District for costs of acquisition of the existing Neighborhood Facility Building, and payment of the costs of issuance of these series 2006 obligations. The College District's payments are secured by, and payable from, general revenues and other funds that may be available for that purpose.

The future debt maturity requirements are as follows at June 30, 2010:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 70,000	\$ 90,985	\$ 160,985
2012	70,000	88,185	158,185
2013	75,000	85,385	160,385
2014	80,000	82,385	162,385
2015	80,000	79,385	159,385
2016-2020	460,000	345,525	805,525
2021-2025	555,000	244,163	799,163
2026-2030	675,000	119,606	794,606
2031	155,000	6,510	161,510
Total	<u>\$ 2,220,000</u>	<u>\$ 1,142,129</u>	<u>\$ 3,362,129</u>

During the 2009-2010 fiscal year \$65,000 principal and \$93,585 of interest was paid on this debt of which 72 percent was previously allocated to the governmental budgetary funds and 28 percent to the enterprise fund based on allocation of utilization of the bond proceeds (\$1,800,000 for the student recreation center, governmental, and, \$300,000 for the Neighborhood Facility Building and \$400,000 for student housing, these last two enterprise activities).

In September 2007, the College District issued, at a premium, \$9,995,000 Series 2007 (Note c. above) of limited tax full faith and credit refunding obligation bonds to refinance all or part of previously issued obligation bonds. Bonds outstanding at year-end are as follows:

<u>Purpose</u>	<u>Budgetary Fund Responsible For Repayment</u>	<u>Interest Rates</u>	<u>Original Amount</u>	<u>Outstanding Balance at 6/30/10</u>	<u>Amount Due Within 1 Year</u>
Dryvit Project	Debt Service	4.50-5.40%	\$ 2,600,000	\$ 2,716,146	\$ 16,792
Performing Arts Center	Debt Service	4.50-5.40%	2,301,325	2,404,129	14,863
Student Recreation Center	Debt Service	4.50-5.40%	277,970	290,392	1,794
Student Housing	Enterprise	4.50-5.40%	107,030	111,807	692
Culinary Arts Institute	Enterprise	4.50-5.40%	4,003,675	4,182,526	25,859
Total activity			<u>\$ 9,290,000</u>	<u>\$ 9,705,000</u>	<u>\$ 60,000</u>

The future debt maturity requirements are as follows at June 30, 2010:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 60,000	\$ 396,137	\$ 456,137
2012	140,000	393,738	533,738
2013	145,000	388,137	533,137
2014	145,000	382,338	527,338
2015	155,000	376,538	531,538
2016-2020	1,705,000	1,778,288	3,483,288
2021-2025	3,370,000	1,253,543	4,623,543
2026-2030	3,985,000	405,691	4,390,691
Total	<u>\$ 9,705,000</u>	<u>\$ 5,374,410</u>	<u>\$ 15,079,410</u>

In June 2010, the College District issued \$6,115,000 of Full Faith and Credit Obligations Series 2010 (Note d. above) for the purpose of financing capital construction of the Curry Campus Project including designing, constructing, equipping, and furnishing of an approximate 27,000 sq. ft. building and related facilities. Classroom and community-use rooms will be equipped with smart boards and other meeting amenities.

The future debt maturity requirements are as follows at June 30, 2010:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest*</u>	<u>Total</u>
2011	\$ -	\$ 328,615	\$ 328,615
2012	-	357,406	357,406
2013	-	357,406	357,406
2014	-	357,406	357,406
2015	-	357,406	357,406
2016-2020	2,040,000	1,644,192	3,684,192
2021-2025	3,695,000	867,115	4,562,115
2026	380,000	24,259	404,259
Total	<u>\$ 6,115,000</u>	<u>\$ 4,293,805</u>	<u>\$ 10,408,805</u>

* Interest payable is the interest payment amount due before application of the direct interest rate subsidy cash rebate of 45 percent of interest payable, which will be applied in escrow as a credit to each interest payment due. Expected cash rebates to be applied as credits to interest payments due total \$1,932,212.

Note Payable

On November 1, 2007, the College District borrowed \$300,000 from the Southwestern Oregon Community College Foundation, its discretely presented component unit, for the purpose of acquiring vacant real property. Total cost of the property was \$495,000, including all fees. This 4% annual interest loan is to be repaid at a rate of \$100,000 per year, plus accrued interest, over the next three fiscal periods, beginning November 1, 2008. The note was not discounted due to immaterial results.

The payoff schedule is as follows:

<u>Scheduled* Payment Date</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
11/1/2010	\$ 100,000	\$ 8,000	\$ 108,000
11/1/2011	100,000	4,000	104,000
Total	<u>\$ 200,000</u>	<u>\$ 12,000</u>	<u>\$ 212,000</u>

* In April 2010, the Foundation agreed to delay the payment due November 1, 2010 indefinitely, and this note is therefore classified as noncurrent on the Statement of Net Assets.

Short-term Borrowings

Line of Credit - From July 1, 2009 through October 19, 2009, the College District had a short-term financing credit agreement with a local financial institution to incur credit line debt not to exceed \$3,000,000, at an interest rate of prime plus 1.25% with a floor of 4.50%, and secured by the anticipated revenue from the 2009-2010 Oregon Community College Support Fund Allocation. The following short-term borrowing transactions took place related to this line of credit:

July 1, 2009	1,400,000	Opening balance
July 7, 2009	850,000	Borrowed
July 17, 2009	2,261,172	Paid back (interest paid of \$8,422, and fees paid of \$2,750)
August 5, 2009	1,200,000	Borrowed
August 17, 2009	1,202,100	Paid back (interest paid of \$2,100)
September 8, 2009	675,000	Borrowed
October 7, 2009	615,000	Borrowed
October 16, 2009	1,293,898	Paid back (Interest paid of \$3,898)

2010 Tax and Revenue Anticipation Note (TRAN) - On March 1, 2010 the College District entered into a short term borrowing program Series 2010 for operating advances not to exceed \$4,860,000 of principal in total, with the principal amount outstanding at any time not to exceed \$4,000,000. TRAN advances are to assist in cash flows until property tax revenues are received and the TRAN is secured by the College District's ad valorem property taxes. Interest on the TRAN is payable quarterly at prime rate plus 1.25% or 4.50% per annum, whichever is greater. The TRAN matures on December 15, 2010. As of June 30, 2010, no amounts had been advanced to the College District under this arrangement.

E. Leases – Primary Government

Capital Leases

During the fiscal year 2001-2002, the College District financed the completion of the Performing Arts Center, and various building repairs, known as the Dryvit Project. The College District borrowed \$910,000, with interest payments due every December and June. Principal payments are due in June through the year 2011. The interest rates vary from 4.0% to 5.25%.

The future maturities of the debt retirement obligation pertaining to the Dryvit Project at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 46,904	\$ 2,345	\$ 49,249
Total	<u>\$ 46,904</u>	<u>\$ 2,345</u>	<u>\$ 49,249</u>

The future maturities of the debt retirement obligation pertaining to the Performing Arts Center at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 18,096	\$ 905	\$ 19,001
Total	<u>\$ 18,096</u>	<u>\$ 905</u>	<u>\$ 19,001</u>

On August 19, 2003, the College District financed the acquisition of a telephone system through a capital lease with NEC Financial Services, Inc. in the amount of \$207,612. The net capitalized cost and accumulated depreciation of the phone system was \$207,612 and \$145,328, respectively, as of June 30, 2010. The present value of the future net minimum lease payments at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 2,986	\$ 14	\$ 3,000

On January 17, 2006, the College District financed the acquisition of a van through a capital lease agreement with Umpqua Bank Leasing in the amount of \$56,639. The net capitalized cost and accumulated depreciation of the van was \$62,607 and \$31,304, respectively, as of June 30, 2010. The present value of the future net minimum lease payments at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 12,306	\$ 431	\$ 12,737
2012	2,112	12	2,124
Total	<u>\$ 14,418</u>	<u>\$ 443</u>	<u>\$ 14,861</u>

On October 30, 2006, the College District financed the acquisition of an additional van through the same capital lease agreement as the capital lease above with Umpqua Bank Leasing in the amount of \$53,997. The net capitalized cost and accumulated depreciation of the van was \$59,980 and \$24,590, respectively, as of June 30, 2010. The present value of the future net minimum lease payments on this second van at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 11,637	\$ 506	\$ 12,143
2012	4,008	39	4,047
Total	<u>\$ 15,645</u>	<u>\$ 545</u>	<u>\$ 16,190</u>

On September 29, 2006, the College District entered into a capital lease agreement with Umpqua Bank Leasing to acquire athletic and fitness equipment for the new student recreation center in the amount of \$137,429. Of this amount, \$130,000 was disbursed by the bank for the equipment and \$7,429 represents annual interest accruing at 5.8% from the time of disbursement capitalized through the first payment due date. The present value of future net minimum lease payments at June 30, 2010 are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 11,756	\$ 5,776	\$ 17,532
2012	12,447	5,085	17,532
2013	13,178	4,354	17,532
2014	13,953	3,579	17,532
2015	14,772	2,760	17,532
2016	15,640	1,892	17,532
2017	16,560	972	17,532
Total	<u>\$ 98,306</u>	<u>\$ 24,418</u>	<u>\$ 122,724</u>

During the fiscal year ended June 30, 2010, total capital lease payments of \$186,385 were made comprised of \$168,846 in principal and \$17,539 of interest. Of these payments during the year, several were final payments in full including Stensland Hall, a network core upgrade, and an HP Mainframe Computer.

F. Operating Leases (College District as Lessor)

1. The College District leases office and common space facilities (of which the total base monthly lease amounts currently include a \$5,151 payment for utilities and custodial fees) to the State of Oregon Department of Human Services. The agreement of which continues through December 2011 and includes the following future rent schedule:

<u>Fiscal Year Ending June 30</u>	<u>Net Rents</u>	<u>Base Expenses</u>	<u>Total Base Rents</u>
2011	\$ 230,183	\$ 61,808	\$ 291,991
2012	116,157	30,904	147,061
Total	<u>\$ 346,340</u>	<u>\$ 92,712</u>	<u>\$ 439,052</u>

During the fiscal year ended June 30, 2010, total rental income of \$287,730 was recognized by the College District, as lessor, under this arrangement. If lessee is not in default at the end of the above lease term, options exist for two year then five year renewals with adjusted rent schedules.

2. The College District leases office and warehouse space to Oregon Coast Community Action (ORCCA) recognizing monthly rent payments of \$6,916 for an annual total rent income of \$82,992 recorded under this operating lease through June 30, 2010.

Subsequent to June 30, 2010 new leases were entered into. One lease is on an open-ended year-to-year basis, with the other three leases in effect for one year with a single automatic one year renewal. The future rent payments schedule is as follows:

<u>Fiscal Year Ending June 30</u>	<u>Total Rents</u>
2011	\$ 103,072
2012	86,800
2013	36,000
2014	39,000
2015	42,000
Total	<u>\$ 306,872</u>

Various other provisions are also stipulated within the lease agreements including lease improvement allowances, lessor providing additional available space, options to extend, escalation clauses, and other contract provisions.

G. Changes in Long-Term Liabilities

During the fiscal year ended June 30, 2010, the following changes occurred in the amounts reported in the general long-term debt account group type liabilities:

	Beginning Balance 7/1/2009	Additions	Deletions	Ending Balance 6/30/2010
Full Faith & Credit Obligations				
Capital Leases/Refundings:				
Mainframe Computer Lease	\$ 6,865	\$ -	\$ (6,865)	\$ -
Turtletop Vans Leases	52,868	-	(22,805)	30,063
Performing Arts Center:	36,192	-	(18,096)	18,096
Refunding Bonds 10/07	112,499	-	(692)	111,807
Dryvit Project:	93,808	-	(46,904)	46,904
Refunding Bonds 10/07	292,186	-	(1,794)	290,392
Telephone System Lease	40,549	-	(37,563)	2,986
Network Core Switch Lease	25,508	-	(25,508)	-
Rec Center Equipment Lease	109,409	-	(11,103)	98,306
Advance Refunding Bonds - PAC	977,197	-	(45,100)	932,097
Revenue Bonds:				
Student Recreation Center	7,682,384	-	(193,308)	7,489,076
Pension Bonds (PERS)	13,060,000	-	(55,000)	13,005,000
Curry Campus Bonds	-	6,115,000	-	6,115,000
Loan Payable - Foundation	300,000	-	(100,000)	200,000
Accrued Early Retirement Benefits	189,096	153,545	-	342,641
Compensated Absences Payable	548,258	98,887	(5,872)	641,273
Capital Lease/Refundings:				
Bookstore - Series 1995 - Lease	30,000	-	(30,000)	-
Refunding Bonds 10/07 - Housing	646,445	-	(3,972)	642,473
Advance Refunding Bonds:				
Newmark - FY04	2,262,787	-	(274,909)	1,987,878
Student Housing - FY04	4,095,016	-	(224,991)	3,870,025
Limited Tax Revenue Bonds:				
Neighborhood Facility Building	274,200	-	(7,800)	266,400
Student Housing	4,807,093	-	(158,220)	4,648,873
Revenue Bonds - Culinary	3,470,192	-	(84,213)	3,385,979
Total Debt	39,112,552	6,367,432	(1,354,715)	44,125,269
Less: Deferred discounts and premiums	(1,269,043)	(53,506)	91,827	(1,230,722)
Total	\$ 37,843,509	\$ 6,313,926	\$ (1,262,888)	\$ 42,894,547

H. Deferred Revenues

Certain payments received for tuition, fees, and student housing represent revenues applicable to future accounting periods and are recorded as deferred items. As of June 30, 2010, the Enterprise Fund had deferred revenues recorded in the following amounts:

Tuition	\$ 437,500
Fees	7,342
Security deposits	<u>12,750</u>
Total deferred revenues	<u>\$ 457,592</u>

I. Interfund Transfers

	<u>Transfer out</u>	<u>Transfer in</u>
General Fund	\$ 2,359,293	\$ 530,294
Special Projects Fund	-	14,902
Plant Fund	-	647,227
Debt Service Fund	-	918,079
Internal Service Fund	-	168,344
Enterprise Fund	632,780	708,352
Trust and Agency Fund	<u>3,411</u>	<u>8,286</u>
Total	<u>\$ 2,995,484</u>	<u>\$ 2,995,484</u>

A transfer from the General Fund to the Enterprise Fund was made to close a negative fund balance in one of the Enterprise Fund's activities in the amount of \$342,152.

J. Contributed Capital

The College District's policy is to record and report the construction and improvement of major facilities' projects in the Capital Projects Fund. At the time the building is completed the portion of use attributable to the Enterprise Fund is "contributed" to that fund from the Capital Projects Fund. The respective related debt, however, is recorded and reported, from inception, directly in the Enterprise Fund due to the intention of debt servicing by fees or user revenue sources. The government-wide statements, however, match the asset and related long-term debt as one business-type activity under GASB Statement Nos. 34 and 35. During recent fiscal periods the contributed capital within the proprietary funds has remained at \$545,132.

IV. OTHER INFORMATION

A. Contingent Liabilities

The amounts of grant revenue reflected in the financial statements are subject to audit and adjustment by grantor agencies, principally the federal government. Any costs which are questioned or recommended to be disallowed claims may become a liability of the College District.

Various claims are pending against the College District, in the opinion of the College District management after consultation with legal counsel, which potential loss on these claims will not materially affect the College District's financial position.

B. Commitments

The College District had a contract during the entire fiscal year ended June 30, 2009, with a private firm to provide food service. Under the contract, the College District reimbursed the contractor for all direct food service costs, plus a management fee based on the number of meals served. Effective September 1, 2009, the College District became its own service provider having its Culinary Arts program provide these services.

In June 2010, the College District accepted a bid of \$6,061,000 for the construction of the new Curry campus facilities, and the foundation was poured in September 2010.

C. Risk Management

The College District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the College District carries commercial insurance. Worker's compensation insurance is also provided through a commercial carrier. There has been no significant reduction in insurance coverage from the prior year and the College District has not been required to pay any settlements in excess of insurance coverage during the past three fiscal years.

D. Current Vulnerability Due to Certain Concentrations

The College District's operations are concentrated in Coos, Douglas, and Curry Counties within Oregon. In addition, a significant portion of the College District's revenues for continuing operations are from federal, state and local government agencies. In the normal course of operations, the College District receives grant funds from various federal and state agencies. The grant programs are subject to audit by agents of the granting authority, the purpose of which is to ensure compliance with conditions precedent to the granting of funds. Any liability for reimbursement which may arise as the result of these audits is not believed to be material.

E. Economic Dependency

The State Community College Support funding provided by the State of Oregon to all community colleges in Oregon is based on the State allocation formula and other factors. The State of Oregon Office of Community College Services provided \$8,071,779 (including \$752,811 of PERS intercept agreement allocation) in current year support to the College District, which represents approximately 25.5 percent of the College District's total general revenues for the year. Due to continued funding uncertainties at the State level, future funding for the College District may be reduced. The ultimate effect of this possible reduction in funding on the College District's future operations is not yet determinable.

F. Related Party

A College District Board of Education Member is a principal in the insurance agency that is the College District's Insurance Agent of Record. However, the member declares a potential conflict of interest and abstains from College District decision making involvement in that regard. For the fiscal year ended June 30, 2010 amounts paid directly to the Insurance Agency during the fiscal year totaled \$22,327, and payments to other carriers for various insurance premiums, coverages, and commissions totaled \$139,272. No amounts were owed as June 30, 2010.

G. Employee Retirement System

Public Employees Retirement System (PERS)

PERS Plan Description. The College District contributes to the Oregon Public Employees Retirement Fund (OPERF), a cost-sharing multiple-employer defined benefit pension plan administered by the State of Oregon Public Employees Retirement System (PERS). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Oregon Revised Statutes 238 assigns the authority to establish and amend benefit provisions to the PERS Board of Trustees.

During the 2003 legislative session, the Oregon Legislative Assembly created successor plans for PERS. The Oregon Public Service Retirement Plan (ORSRP) is effective for all new employees hired on or after August 29, 2003, and applies to any inactive PERS members who return to employment following a six month or greater break in service. The new plan consists of a defined benefit program (the Pension Program) and a defined contribution portion (the Individual Account Program or IAP). The Pension Program portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated by a formula for members who attain normal retirement age. The formula takes into account final average salary and years of service and a factor that varies based on the type of service (general versus police or fire).

Beginning January 1, 2004 all PERS member contributions go into the IAP portion of OPSRP. PERS members retain their existing PERS account, but any future member contributions are deposited into the member's IAP, not into the member's PERS account. Those employees who had established a PERS membership prior to creation of OPSRP will be members of both the PERS and OPSRP system as long as they remain in covered employment.

Both PERS and OPSRP are administered by the Oregon Public Employees Retirement Board (OPERB). The comprehensive annual financial report of the funds administered by the OPERB may be obtained by writing to Oregon Public Employees Retirement System, PO Box 23700, Tigard, Oregon 97281-3700; by calling (503) 598-7377; or by accessing the PERS web site at <http://www.oregon.gov/PERS>.

PERS Funding Policy. Plan members are required to contribute 6% of their annual covered salary and the College District is required by ORS 238.225 to contribute at an actuarially determined rate. For the College District's portion, the current rate is 0.91% of annual covered payroll for Tier I and Tier II employees. The rate for OPSRP is set at 1.55% of annual covered payroll.

The contribution requirements of plan members and the College District may be amended by the PERS Board of Trustees. The College District's contributions to PERS for the years ended June 30, 2010, 2009, and 2008, were \$798,859, \$435,080, and \$535,118, respectively, equal to the required contributions for each year.

As a result of the issuance of the \$13,075,000 limited tax pension obligation bonds discussed in Note III F, the College District has reported a Net Pension Asset in the Statement of Net Assets.

The Net Pension Asset is equal to the initial payments made to PERS from the bond proceeds, less amounts contributed to the cost sharing plan thereby reducing the College District contribution rate, plus investment earnings. The College District reported annual pension cost and pension assets for the year ended June 30, 2010 as follows:

Annual required contribution	\$ 798,859
Earnings on pension assets	2,395,896
Administrative fees	(1,000)
Amount transferred to employer reserves	<u>(1,192,607)</u>
Annual pension cost	2,001,148
Contributions made	<u>(798,859)</u>
Increase (decrease) in pension asset	1,202,289
Pension asset, beginning of year	<u>10,144,000</u>
Pension asset, end of year	<u><u>\$ 11,346,289</u></u>

H. Other Postemployment Benefits (OPEB)

The OPEB Plan and Stipend Plan (further below) are comprised of two agreements between the College District and separate groups of employees. The first agreement covers those employees hired before March 1, 2002 ("the 1997 Plan"), and the second agreement covers all other employees ("the 2002 Plan").

OPEB Plan Description. The College District participates in the Oregon Educators Benefits Board (OEBB), a state-wide agent multi-employer benefit plan as defined in GASB Statement No. 45, to provide a post retirement health benefits program. This program covers all full-time certified, classified, and eligible administrative personnel of the College District. This program was established in accordance with ORS 243.303, which requires that all eligible retirees be allowed to continue receiving health insurance benefits, at their cost, until age 65 or they become otherwise eligible for Medicare. The statutory requirement under ORS 243.303 can result in an "implicit subsidy" (the difference between expected early retiree claim costs and the premium paid for the retiree) requiring additional cost and liability recognition under GASB Statement No. 45. In OEBB, the individual employer health plans are rated collectively, rather than individually by employer, and the same blended premium rate is charged to all active employees and non-Medicare-eligible retirees. In situations like OEBB, GASB Statement No. 45 allows "smaller" employers to use the blended premium rate for actuarial projections as opposed to using age-adjusted premiums for the projections. The blended premiums are used for the GASB Statement No. 45 actuarial projections and the College District does not have an implicit employer OPEB subsidy. There are currently 250 people enrolled in this program. The College District does not issue a stand alone report for this plan.

OPEB Funding Policy. The College District finances the plan on a "pay as you go" basis and pays for all the benefits. For the year ended June 30, 2010, the College District recognized approximately \$141,000 in expenditures in the fund financial statements for the amount paid, and approximately \$201,000 in the full accrual Statement of Revenues, Expenses, and Changes in Net Assets for the post-employment healthcare benefits.

The Plan is established pursuant to two early retirement policies: the 1997 Plan and the 2002 Plan. Each policy stipulates a cap limiting the total amount of early retiree healthcare benefits the College District will pay each year. Annual healthcare benefits for the 1997 Plan shall not exceed \$150,000. Similarly, annual healthcare benefits for the 2002 Plan are capped at \$250,000. Benefits paid for sick leave hours are not counted toward Plan caps. Requests for early retirement under an early retirement policy will not be granted if the total annual healthcare benefits are expected to exceed the policy's cap in the next academic year. Requests are considered in order based on years of service.

1997 Plan - \$150,000 Annual Cap on Healthcare Benefits

Eligibility

For employees hired prior to July 1, 1997

- Age 55 with 10 years of employment with the College District at 0.5 FTE or more; and
- Eligible to retire under PERS

For employees hired between July 1, 1997 and March 1, 2002

- Age 58 with 20 years of full-time employment with the College District; and
- Eligible to retire under PERS

Medical Benefits Benefits before age 65

Payment for full medical, dental, and vision for retiree, spouse, and eligible children until retiree turns 65 or dies. Payment limited to 75% of cost if hired after July 1, 1997.

Benefit after age 65

Payments up to \$62 each per month for retiree and spouse until age 70 or retiree's death. Retiree and spouse must show proof of Medicare Supplemental insurance.

All benefits to the spouse end upon the retiree's death. The spouse may continue coverage on a self-pay basis.

2002 Plan - \$250,000 Annual Cap on Healthcare Benefits

Eligibility

- Hired on or after March 1, 2002; and
- Age 58 with 20 years of full-time employment with the College District; or
- 30 years of full-time employment with the College District

Medical Benefits Benefit before age 65

Contribution toward family medical and vision insurance until retiree turns age 65 or dies. Contribution amounts below are as of the 2002 Calendar year. Contribution amounts are increased each year on January 1 by 3% or the July-June Portland Consumer Price Index, whichever is less.

<u>Requirement</u>	<u>Contribution</u>
20-25 YOS or 41,600-51,999 hours	\$250/month
25-30 YOS or 52,000-62,399 hours	\$300/month
30+ YOS or 62,400+hours	\$350/month

Benefit after age 65

Payment of up to \$62 per month until retiree turns 70 or dies. Retiree must show proof of Medicare Supplemental insurance.

Annual OPEB Cost and Net OPEB Obligation

The College District's annual OPEB cost (expense) is reflected on the Statement of Net Assets on the accrual basis, and is calculated on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed 30 years.

The following table shows the components of the College District's annual OPEB cost for the year ending June 30, 2010, the amount actually contributed to the plan, and changes in the College District's net OPEB obligations.

	<u>For the Fiscal Year Ending June 30, 2010</u>
Normal cost at year end	\$ 77,831
Amortization of UAAL	119,745
Annual Required Contribution (ARC)	<u>\$ 197,576</u>
ARC - 1997 Plan	\$ 175,740
ARC - 2002 Plan	21,836
	<u>197,576</u>
Interest on prior year net OPEB obligation	3,713
Annual OPEB cost	<u>201,289</u>
Contributions made (1997 Plan only)	<u>(141,209)</u>
Increase in net OPEB obligation	60,080
Net OPEB obligation - beginning of year	106,089
Net OPEB obligation - end of year	<u>\$ 166,169</u>

The College District's annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan and the net OPEB obligation for 2009 and 2010 are:

<u>Fiscal Year</u>	<u>Annual OPEB Cost</u>	<u>Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
2009	\$ 197,576	46.30%	\$ 106,089
2010	\$ 201,289	70.15%	\$ 166,069

OPEB Actuarial Assumptions

Part of the long-term assumption regarding the future cost of the retiree health plan is that it will retain its current relationship to the cost of the active plan, and that the active plan cost will maintain a reasonable relationship to direct compensation. Key assumptions include the following:

1. Investment Return Assumption (Interest Discount): 3.5%.
2. Medical Premium Annual Trend Rate: 11% initial increase, reducing to 5.0% over 12 years.
3. Dental and Vision Premium Annual Trend Rate: 9.0% initial increase, reducing to 3.0% over 12 years.
4. Annual Cost-of-living Increase: 2.5%.

The investment return assumption is the estimated long-term investment yield on the assets that are expected to be used to finance the payment of benefits. Since the Plan is currently unfunded, the investment return assumption is set equal to the expected long-term return on the College District's own investment funds. The assumption is that 3.5% is a reasonable proxy for that investment return over the long-term.

Disability Rates Disability rates are assumed to be immaterial for purpose of this OPEB actuarial valuation.

Covered Spouse 50% of future retirees are assumed to cover a spouse, and male spouses are assumed to be 3 years older than female spouses when date of birth is not provided.

Sick Leave Accrual Employees are assumed to use 50% of the sick leave that they accrue each year.

Entry Age Normal Method

The Entry Age Normal Cost Method (EAN) is used to determine the Actuarial Accrued Liability and the Normal Cost.

Under this method, the actuarial present value of the projected benefits of each active employee included in the valuation is allocated on a level dollar basis over the service of the active employee between assumed entry age (date of hire) and assumed exit age(s). The portion of this actuarial present value allocated to the valuation year is called the normal cost for that active employee. The sum of these individual normal costs is the Plan's Normal Cost for the valuation year.

The present value of benefits for current retirees plus the accumulated value of all prior Normal Costs is the Actuarial Accrued Liability. The excess of the Actuarial Accrued Liability over Plan Assets is the Unfunded Accrued Actuarial Liability (UAAL). The UAAL for the OPEB Plan is amortized over a 30-year open amortization period.

Under this method, the actuarial gains (losses), as they occur, reduce (increase) the Unfunded Accrued Actuarial Liability while leaving the Normal Cost unchanged.

Actuarial Method, Funding, and Expense

The EAN method is used to develop an annual required contribution (ARC) in accordance with accepted actuarial methods.

The ARC is the basic building block of cost recognition and is equal to the sum of the Normal Cost and a payment to amortize the Unfunded Actuarial Accrued Liability over a period not to exceed 30 years. Total annual contributions may or may not be equal to the Annual Required Contribution in any given year. In the event that the College District contributes more or less than the Annual OPEB/Pension Cost in any year, a credit or debt is made to an interest bearing OPEB/Pension funding account. The balance in the funding account is either a net asset or a net liability on the College District's balance sheet and amortized through a corresponding increase or decrease to the ARC in the following valuation. An "unfunded liability" is calculated as the excess of the Actuarial Accrued Liability over Plan Assets.

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and that actuarially determined amounts, such as the funded status of the plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. Actuarial calculations reflect a long-term perspective. The schedule of funding progress presents multiyear trend information about whether the actuarial value of the plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. The schedule of funding progress is required to report the last three actuarial valuations, however the June 30, 2009 valuation is the only full valuation prepared to date, with an actuarial roll-forward of the valuation information as of June 30, 2010.

Funded Status and Funding Progress.

As of June 30, 2010 the actuarial accrued liability for benefits was \$2.34 million, and the actuarial value of assets was \$0, resulting in a UAAL of \$2.34 million. The covered payroll (annual payroll of active employees covered by the plan) was \$12.06 million for fiscal year 2010 and the ratio for the UAAL to the covered payroll was 19.37%. Using a 30-year amortization period the ARC for 2010 has been actuarially determined to be \$197,576.

STIPEND PLAN

Stipend Plan Description. The College District also provides a single-employer defined early retirement supplement (Stipend) program. This program covers certain eligible retirees or personnel of the College District as stipulated under both 1997 and 2002 Plans. There are currently 250 people enrolled in this program comprised of 134 active and 14 retired in the 1997 Plan and 102 active in the 2002 Plan. The College District does not issue a stand alone report for this plan.

1997 Plan

Stipend Benefits Payout of ½ of unused sick leave at the rate of pay at date of retirement. Payment may be made with final paycheck or in 12 monthly installments. FICA taxes apply to this benefit.

Spouse Benefits If a retiree over 70 has a spouse younger than 70, the College District will continue to make the payments described above for the spouse until the spouse turns 70 or the retiree dies.

All benefits to the spouse end upon the retiree's death.

2002 Plan

Stipend Benefits Payout of ½ of unused sick leave at the rate of pay at the date of retirement multiplied by the adjustment rate below. Payment may be made with final paycheck or in 12 monthly installments. FICA taxes apply to this benefit.

<u>Continuous employment with the District</u>	<u>Adjustment Rate</u>
20 but less than 25	50%
25 but less than 30	75%
30+ YOS	100%

Stipend Plan Funding Policy

The College District finances the plan on a "pay as you go" basis and pays for all the benefits. For the year ended June 30, 2010, the College District recognized approximately \$30,000 in expenditures in the fund financial statements for the amount paid, and approximately \$123,000 in the full accrual Statement of Revenues, Expenses, and Changes in Net Assets for the early retirement supplement program.

Annual Pension Cost and Net Pension Obligation

The College District's annual Stipend Plan pension cost (expense) is reflected on the Statement of Net Assets on the accrual basis, and is calculated on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 27. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed 30 years.

The following table shows the components of the College District's annual pension cost for the year ending June 30, 2010, the amount actually contributed to the plan, and changes in the College District's net Stipend Plan obligation.

Normal cost at year end	\$ 53,081
Amortization of UAAL	67,017
Annual Required Contribution (ARC)	<u>\$ 120,098</u>
ARC - Stipend Plan	\$ 120,098
Interest on prior year net Stipend Plan obligation	2,905
Annual Stipend Plan cost	<u>123,003</u>
Contributions made	<u>(29,538)</u>
Increase in net Stipend Plan obligation	93,465
Net Stipend Plan obligation - beginning of year	<u>83,007</u>
Net Stipend Plan obligation - end of year	<u>\$ 176,472</u>

The College District's annual pension cost, the percentage of annual pension cost contributed to the plan and the net pension obligation for 2009 and 2010 are:

<u>Fiscal Year</u>	<u>Cost</u>	<u>Cost Contributed</u>	<u>Obligation</u>
2009	\$ 120,098	30.88%	\$ 83,007
2010	\$ 123,003	24.01%	\$ 176,472

Stipend Plan Actuarial Assumptions.

Part of the long-term assumption regarding the future cost of the retiree health plan is that it will retain its current relationship to the cost of the active plan, and that the active plan cost will maintain a reasonable relationship to direct compensation. Key assumptions include the following:

1. Investment Return Assumption (Interest Discount): 3.5%.
2. Medical Premium Annual Trend Rate: 11% initial increase, reducing to 5.0% over 12 years.
3. Dental and Vision Premium Annual Trend Rate: 9.0% initial increase, reducing to 3.0% over 12 years.
4. Annual Cost-of-living Increase: 2.5%

The investment return assumption is the estimated long-term investment yield on the assets that are expected to be used to finance the payment of benefits. Since the Plan is currently unfunded, the investment return assumption is set equal to the expected long-term return on the College District's own investment funds. The assumption is that 3.5% is a reasonable proxy for that investment return over the long-term.

Disability Rates Disability rates are assumed to be immaterial for purposes of this Stipend Plan actuarial valuation.

Covered Spouse 50% of future retirees are assumed to cover a spouse, and male spouses are assumed to be 3 years older than female spouses when date of birth is not provided.

Sick Leave Accrual Employees are assumed to use 50% of the sick leave that they accrue each year.

Entry Age Normal Method

The Entry Age Normal Cost Method (EAN) is used to determine the Actuarial Accrued Liability and the Normal Cost.

Under this method, the actuarial present value of the projected benefits of each active employee included in the valuation is allocated on a level dollar basis over the service of the active employee between assumed entry age (date of hire) and assumed exit age(s). The portion of this actuarial present value allocated to the valuation year is called the normal cost for that active employee. The sum of these individual normal costs is the Plan's Normal Cost for the valuation year.

The present value of benefits for current retirees plus the accumulated value of all prior Normal Costs is the Actuarial Accrued Liability. The excess of the Actuarial Accrued Liability over Plan Assets is the Unfunded Accrued Actuarial Liability (UAAL). The UAAL for the Stipend Plan is amortized over a 30-year open amortization period.

Under this method, the actuarial gains (losses), as they occur, reduce (increase) the Unfunded Accrued Actuarial Liability while leaving the Normal Cost unchanged.

Actuarial Method, Funding, and Expense

The EAN method is used to develop an annual required contribution (ARC) in accordance with accepted actuarial methods.

The ARC is the basic building block of cost recognition and is equal to the sum of the Normal Cost and a payment to amortize the Unfunded Actuarial Accrued Liability over a period not to exceed 30 years. Total annual contributions may or may not be equal to the Annual Required Contribution in any given year. In the event that the College District contributes more or less than the Annual Pension Cost in any year, a credit or debt is made to an interest bearing Pension funding account. The balance in the funding account is either a net asset or a net liability on the College District's balance sheet and amortized through a corresponding increase or decrease to the ARC in the following valuation. An "unfunded liability" is calculated as the excess of the Actuarial Accrued Liability over Plan Assets.

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and that actuarially determined amounts, such as the funded status of the plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. Actuarial calculations reflect a long-term perspective. The schedule of funding progress presents multiyear trend information about whether the actuarial value of the plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. The schedule of funding progress is required to report the last three actuarial valuations, however the June 30, 2009 valuation is the only full valuation prepared to date, with an actuarial roll-forward of the valuation information as of June 30, 2010.

Funded Status and Funding Progress

As of June 30, 2010 the actuarial accrued liability for benefits was \$1.38 million, and the actuarial value of assets was \$0, resulting in a UAAL of \$1.38 million. The covered payroll (annual payroll of active employees covered by the plan) was \$12.06 million for fiscal year 2010 and the ratio of the UAAL to the covered payroll was 11.40%. Using a 30-year amortization period the ARC for 2010 has been actuarially determined to be \$120,098.

Schedule of Funding Progress

As of June 30, 2009, the most recent full actuarial valuation date with an actuarial roll-forward of the valuation information as of June 30, 2010, the College District's OPEB and Stipend Plans are currently "unfunded" in accordance with the relevant GASB statements. The table below presents a schedule of funding progress for the most recent actuarial valuation of the College District's postretirement plans.

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Plan Assets	AAL Actuarial Accrued Liability	UAAL Unfunded Accrued Liability	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
OPEB Plan:						
6/30/2009	\$ -	\$ 2,279,427	\$ 2,279,427	0%	\$10,227,554	22.29%
6/30/2010	-	2,335,368	2,335,368	0%	12,059,133	19.37%
Stipend Plan:						
6/30/2009	-	1,275,723	1,275,723	0%	10,227,554	12.47%
6/30/2010	-	1,375,312	1,375,312	0%	12,059,133	11.40%

I. Prior Period Adjustment

The District's beginning net assets have been restated to reflect a correction in reporting of bond discounts and the related amortization. During the drafting of the 2009-2010 financial statements for external reporting purposes, it was discovered that an error had been made in prior years' financial statements in preparation of financial statements for external reporting. The error, in the amount of \$212,242, is related to the 2008 bond refunding. The result was that net assets were overstated. Properly recording the bond discounts and related amortization is considered a correction of an error. This did not result in a correction of the College District's accounting records.

Inclusion of this adjustment in the 2009-2010 externally issued financial statements resulted in a prior period adjustment. The result is a decrease in net assets at June 30, 2010 by \$212,242.

J. Subsequent Events

As discussed in Note III F 2 above, the College District entered into several new lease agreements as lessor to rent building and facilities space to Oregon Coast Community Action.

SUPPLEMENTAL INFORMATION

GENERAL FUND

The general fund is used to account for resources and activities directly associated with carrying out those operations related to the College District's basic educational objectives. Included are all resources and activities which are not required legally or by sound financial management to be accounted for in another fund.

Resources are primarily from state operational support, local property taxes and student tuition and fees. The majority of general fund expenditures are salaries, fringe benefits and supplies used to provide student instruction, instructional support and general operations for the College District.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
GENERAL FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
Local support	\$ 4,649,481	\$ 4,649,481	\$ 4,718,020	\$ 68,539
State support	7,253,563	7,253,563	7,318,968	65,405
Federal support	33,500	33,500	30,317	(3,183)
Tuition and fees	5,086,598	5,086,598	5,351,341	264,743
Other	291,450	291,450	364,713	73,263
Total revenue	17,314,592	17,314,592	17,783,359	468,767
Expenditures:				
Personal services	12,203,968	12,568,972	12,078,416	490,556
Materials and services	3,590,022	3,390,022	3,105,963	284,059
Debt service	6,050,000	5,550,000	4,785,605	764,395
Total expenditures	21,843,990	21,508,994	19,969,984	1,539,010
Excess (deficiency) of revenues over (under) expenditures	(4,529,398)	(4,194,402)	(2,186,625)	2,007,777
Other financing sources (uses):				
Transfers in	369,000	534,004	530,294	(3,710)
Transfers out	(1,584,602)	(2,084,602)	(2,359,293)	(274,691)
Issuance of debt, short-term	6,000,000	6,000,000	3,340,000	(2,660,000)
Total other financing sources (uses)	4,784,398	4,449,402	1,511,001	(2,938,401)
Net change in fund balance	255,000	255,000	(675,624)	(930,624)
Fund balance at beginning of year	545,000	545,000	1,979,341	1,434,341
Fund balance at end of year	\$ 800,000	\$ 800,000	\$ 1,303,717	\$ 503,717

See auditor's report.

SPECIAL REVENUE FUNDS

Special revenue funds are used to account for resources and activities that are required legally or by sound financial management to be accounted for in separate funds.

Financial Aid – This fund is used to account for federal and state loans, grants, stipends, or other aid to enrolled students. Pell grants, Perkins Loans, SEOG funds and FWS funds are the primary revenue sources.

Special Projects – This fund is used to account for proceeds of specific revenue sources that are legally restricted to specific purposes other than direct student financial aid. Special projects, grants, and other contracts for designated purposes are the primary revenue sources. Expenditures are restricted to those items designated or stipulated for in the agreements by each grant, project or contract.

Insurance Reserve – This fund is used to account for resources set aside to provide additional protection for the College District in case of uninsured losses. Earnings on investments and transfers from other funds are the primary revenue sources.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
FINANCIAL AID FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
State support	\$ 733,000	\$ 733,000	\$ 834,986	\$ 101,986
Federal support	3,203,000	3,203,000	3,578,084	375,084
Total revenues	3,936,000	3,936,000	4,413,070	477,070
Expenditures:				
Personal services	94,000	94,000	74,356	19,644
Other financial aid	3,842,000	3,842,000	4,338,714	(496,714)
Total expenditures	3,936,000	3,936,000	4,413,070	(477,070)
Net change in fund balance	-	-	-	-
Fund balance at beginning of year	-	-	-	-
Fund balance at end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

See auditor's report.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
SPECIAL PROJECTS FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
Local support	\$ 569,951	\$ 569,951	\$ 521,235	\$ (48,716)
State support	600,000	600,000	323,018	(276,982)
Federal support	3,930,904	3,930,904	3,416,878	(514,026)
Tuition and fees	600,000	600,000	199,881	(400,119)
Other	923,493	923,493	777,808	(145,685)
Total revenues	6,624,348	6,624,348	5,238,820	(1,385,528)
Expenditures:				
Personal services	3,591,745	3,591,745	2,816,968	774,777
Materials and services	2,114,022	2,114,022	1,508,040	605,982
Capital outlay	1,020,000	1,020,000	933,154	86,846
Contingency	50,000	50,000	-	50,000
Total expenditures	6,775,767	6,775,767	5,258,162	1,517,605
Excess (deficiency) of revenues over (under) expenditures	(151,419)	(151,419)	(19,342)	132,077
Other financing sources (uses):				
Transfers in	41,491	41,491	14,902	(26,589)
Transfers out	(125,000)	(125,000)	-	125,000
Issuance of debt	-	-	180,738	180,738
Total other financing sources (uses)	(83,509)	(83,509)	195,640	279,149
Net change in fund balance	(234,928)	(234,928)	176,298	411,226
Fund balance at beginning of year	234,928	234,928	939,133	704,205
Fund balance at end of year	\$ -	\$ -	\$ 1,115,431	\$ 1,115,431

See auditor's report.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
INSURANCE RESERVE FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
Other	\$ 36,000	\$ 36,000	\$ 13,105	\$ (22,895)
Total Revenues	36,000	36,000	13,105	(22,895)
Expenditures:				
Personal services	15,000	15,000	-	15,000
Materials and services	574,424	574,424	10,257	564,167
Capital outlay	435,364	435,364	-	435,364
Total expenditures	1,024,788	1,024,788	10,257	1,014,531
Excess (deficiency) of revenues over (under) expenditures	(988,788)	(988,788)	2,848	991,636
Other financing sources (uses):				
Transfers in	546,788	546,788	-	(546,788)
Net change in fund balance	(442,000)	(442,000)	2,848	444,848
Fund balance at beginning of year	442,000	442,000	443,174	1,174
Fund balance at end of year	\$ -	\$ -	\$ 446,022	\$ 446,022

See auditor's report.

DEBT SERVICE FUND

Debt service funds are used to account for the accumulation of resources and payment of general long-term debt principal and interest.

Bonded Debt - This fund is used to account for principal and interest on lease and bond indebtedness. The primary source of revenue is transfers from the General Fund.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
DEBT SERVICE FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
Other	\$ 762,000	\$ 762,000	\$ 752,811	\$ (9,189)
Total revenues	762,000	762,000	752,811	(9,189)
Expenditures:				
Debt service	1,685,000	1,685,000	1,670,890	14,110
Excess (deficiency) of revenues over (under) expenditures	(923,000)	(923,000)	(918,079)	4,921
Other financing sources (uses):				
Transfers in	923,000	923,000	918,079	(4,921)
Net change in fund balance	-	-	-	-
Fund balance at beginning of year	-	-	-	-
Fund balance at end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

See auditor's report.

CAPITAL PROJECTS FUND

Capital projects funds are used to account for the acquisition and construction of major capital facilities.

Plant - This fund is used to account for financial resources to be used for acquisition or construction of major capital facilities, the purchase of major initial equipment, and major remodeling. Borrowed funds, state support, earnings on investments, and transfers from other funds are the primary revenue sources.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
PLANT FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
State support	\$ 6,300,000	\$ 6,300,000	\$ 2,993,315	\$ (3,306,685)
Other income	3,300,000	3,300,000	69,577	(3,230,423)
Total revenues	9,600,000	9,600,000	3,062,892	(6,537,108)
Expenditures:				
Personal services	13,950	13,950	-	13,950
Materials and services	2,879,277	2,879,277	2,054,054	825,223
Capital outlay	8,354,000	8,354,000	2,088,782	6,265,218
Total expenditures	11,247,227	11,247,227	4,142,836	7,104,391
Excess (deficiency) of revenues over (under) expenditures	(1,647,227)	(1,647,227)	(1,079,944)	567,283
Other financing sources (uses):				
Transfers in	147,227	147,227	647,227	500,000
Transfers out	(62,896)	(62,896)	-	62,896
Issuance of debt	-	-	5,934,262	5,934,262
Total other financing sources (uses)	84,331	84,331	6,581,489	6,497,158
Net change in fund balance	(1,562,896)	(1,562,896)	5,501,545	7,064,441
Fund balance at beginning of year	1,562,896	1,562,896	1,019,623	(543,273)
Fund balance at end of year	\$ -	\$ -	\$ 6,521,168	\$ 6,521,168

See auditor's report.

PROPRIETARY FUNDS

Enterprise Fund - Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises - where the intent to the College District's Board is that the costs of providing goods or services to the general public on a continuing basis be financed or recovered primarily through user charges; or where the College District's Board of Education has decided that periodic determination of net income is appropriate for accountability purposes.

Enterprise - This fund is used to account for the operations of the College District's Bookstore, the Newmark Center, student housing, food service, conferencing, and culinary arts. Sales of books and supplies and lease rental payments are the primary revenue sources.

Internal Service Fund – Internal service funds are used to account for the financing of goods or services provided by one department of the College District to the other departments on a cost reimbursement basis.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN RETAINED EARNINGS
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
ENTERPRISE FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Operating revenues:				
Tuition and fees	\$ 3,114,947	\$ 3,114,947	\$ 2,331,165	\$ (783,782)
Other	4,074,301	4,930,537	4,990,413	59,876
Total operating revenues	7,189,248	8,045,484	7,321,578	(723,906)
Operating expenses:				
Personal services	1,634,679	1,844,641	1,593,201	251,440
Materials and services	3,667,227	4,148,497	3,965,230	183,267
Debt service	1,432,991	1,432,991	1,408,895	24,096
Total operating expenses	6,734,897	7,426,129	6,967,326	458,803
Income before transfers	454,351	619,355	354,252	(265,103)
Other financing sources (uses)				
Transfers in	490,580	490,580	708,352	217,772
Transfers (out)	(944,931)	(1,109,935)	(632,780)	477,155
Total other financing sources (uses)	(454,351)	(619,355)	75,572	694,927
Net income (loss)	-	-	429,824	429,824
Beginning retained earnings	-	-	(80,713)	(80,713)
Ending retained earnings	\$ -	\$ -	\$ 349,111	\$ 349,111

See auditor's report.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN RETAINED EARNINGS
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
INTERNAL SERVICE FUND
For the Fiscal Year Ended June 30, 2010

	Budget			
	Original	Final	Actual	Variance
Operating revenues:				
Charges for services	\$ 353,000	\$ 353,000	\$ 326,150	\$ (26,850)
Operating expenses:				
Personal services	228,893	228,893	227,629	1,264
Materials and services	345,150	345,150	266,865	78,285
Total operating expenses	574,043	574,043	494,494	79,549
Excess (deficiency) of revenues over (under) expenditures	(221,043)	(221,043)	(168,344)	52,699
Other financing sources (uses):				
Transfers in	221,043	221,043	168,344	(52,699)
Net income (loss)	-	-	-	-
Beginning retained earnings	-	-	-	-
Ending retained earnings	\$ -	\$ -	\$ -	\$ -

See auditor's report.

TRUST AND AGENCY FUND

The trust and agency fund is used to account for assets held by the College District as an agent for individuals, private organizations, other governmental units, and/or other funds (e.g. student clubs and service organizations). Expenditure of funds is determined by the organization for whom the funds are held. Contributions and club receipts are the primary revenue sources.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN WORKING CAPITAL
BUDGET AND ACTUAL (Non-GAAP Budgetary Basis)
TRUST AND AGENCY FUND
For the Fiscal Year Ended June 30, 2010

	Budget		Actual	Variance
	Original	Final		
Revenues:				
Tuition and fees	\$ 35,000	\$ 35,000	\$ 33,661	\$ (1,339)
Other	140,700	140,700	98,989	(41,711)
Total revenues	175,700	175,700	132,650	(43,050)
Operating expenses:				
Personal services	20,000	20,000	2,344	17,656
Materials and services	244,000	244,000	135,181	108,819
Capital outlay	10,000	10,000	-	10,000
Total expenditures	274,000	274,000	137,525	136,475
Excess (deficiency) of revenues over (under) expenditures	(98,300)	(98,300)	(4,875)	93,425
Other financing sources (uses):				
Transfers in	8,300	8,300	8,286	(14)
Transfers out	(30,000)	(30,000)	(3,411)	26,589
Total other financing sources (uses)	(21,700)	(21,700)	4,875	26,575
Net change in fund balance	(120,000)	(120,000)	-	120,000
Fund balance - beginning of year	120,000	120,000	-	(120,000)
Fund balance - end of year	\$ -	\$ -	\$ -	\$ -

See auditor's report.

ACCOMPANYING INFORMATION



Hough, MacAdam & Wartnik, LLC
CERTIFIED PUBLIC ACCOUNTANTS

JIM HOUGH, CPA
SHIRLEY MACADAM, CPA
JAYSON WARTNIK, CPA
BRIAN BRAS, CPA
JOE COLO, CPA

LAURA FISHER, CPA
BOB GORMAN, CPA
SALLY JAEGLI, CPA
TINA JONES, CPA
KARL MAXON, CPA

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

January 14, 2011

To the Southwestern Oregon Community College District Board of Education:

We have audited the accompanying financial statements of the business-type activities, the discretely presented component unit, and the aggregate remaining fund information of Southwestern Oregon Community College District as of and for the year ended June 30, 2010, which collectively comprise Southwestern Oregon Community College District's basic financial statements, and have issued our report thereon dated January 14, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Southwestern Oregon Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Southwestern Oregon Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Southwestern Oregon Community College District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.


Compliance and Other Matters

As part of obtaining reasonable assurance about whether Southwestern Oregon Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2010-1.

We noted certain other matters that we reported to management of Southwestern Oregon Community College District in a separate letter dated January 14, 2011.

Southwestern Oregon Community College District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit Southwestern Oregon Community College District's response and, accordingly, we express no opinion on the responses.

This report is intended solely for the information and use of management; the Board of Education; the State of Oregon, Secretary of State, Division of Audits; and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Hough, MacAdam & Wartnik, LLC
Certified Public Accountants

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

INDEPENDENT AUDITOR'S COMMENTS

JUNE 30, 2010

Audit Report Requirements

Oregon Administrative Rules 162-10-0000 through 162-10-0330 of the *Minimum Standards for Audits of Oregon Municipal Corporations*, prescribed by the Secretary of State in cooperation with the Oregon State Board of Accountancy, enumerate the financial statements, schedules, comments, and disclosures required in audit reports. The required schedules, comments, and disclosures not included in the preceding section of this report are set forth following:

Accounting Systems and Internal Controls

The College District's accounting and internal controls systems are adequate and the accounting records are properly maintained. The internal controls for the College District are operating as designed and no material weaknesses were noted.

Collateral

Based on the results of our tests, balances on deposit with financial institutions were secured in accordance with the requirements of ORS 295.015.

Indebtedness

Based on the results of our tests, the College District has not exceeded its legal debt limitation as provided by ORS 328.245. The College District was in compliance with all debt covenants and all payments were made on a timely basis.

Budget

We reviewed the preparation, adoption, and execution of the budget for the current year and the preparation and adoption of the ensuing year's budget.

Based on the results of our tests, the College District has complied with statutory requirements for the current and ensuing year's budgets except as follows:

Expenditures exceeded appropriations for the fiscal year ended June 30, 2010 in the following amounts:

General Fund	
Transfers out	<u>\$ 274,691</u>
Financial Aid Fund	
Other financial aid	<u>\$ 496,714</u>

The resolution authorizing appropriations for each fund sets the level by which expenditures cannot legally exceed appropriations. Total personal services, materials and services, capital outlay, debt service, transfers, and contingency are the levels of control.

Insurance and Fidelity Bonds

The College District is in compliance with the legal requirements pertaining to insurance and fidelity bond coverage. We are not competent by training to state whether the insurance policies covering College District owned property in force at June 30, 2010, are adequate.

Based on the results of our tests, the College District has complied with the provisions of ORS 332.525 regarding the bonding of College District personnel.

Investments

Based on the results of our tests, the College District is in compliance with legal requirements of ORS 294 pertaining to investment of public funds.

Public Contracts and Purchasing

Based on the results of our tests and our review of the minutes, the College District is in compliance with the provisions of ORS 279 pertaining to the awarding of public contracts and the construction of public improvements.

Programs Funded from Outside Sources

We selected and tested, to the extent deemed appropriate, transactions, records, and reports relative to programs funded wholly or partially by other governmental agencies.

The results of our tests indicate, for the items tested, the College District complied with the laws, rules, and regulations pertaining to programs funded wholly or partially by other governmental agencies, and for the items tested, financial reports and related data were in agreement with and supported by the accounting records.

Separate reports have been issued to report on compliance with appropriate laws and regulations pertaining to Federal Financial Assistance.

ADM Formula

The provisions of ORS 327.013 are not applicable to the College District.

Statement of Accountability for Independently Elected Officials

This statement is not applicable to the College District.



Hough, MacAdam & Wartnik, LLC
CERTIFIED PUBLIC ACCOUNTANTS

JIM HOUGH, CPA
SHIRLEY MACADAM, CPA
JAYSON WARTNIK, CPA
BRIAN BRAS, CPA
JOE COLO, CPA

LAURA FISHER, CPA
BOB GORMAN, CPA
SALLY JAEGLI, CPA
TINA JONES, CPA
KARL MAXON, CPA

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND
MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL
CONTROL OVERCOMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

January 14, 2011

To the Southwestern Oregon Community College District Board of Education:

Compliance

We have audited the compliance of Southwestern Oregon Community College District with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010. Southwestern Oregon Community College District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Southwestern Oregon Community College District's management. Our responsibility is to express an opinion on College District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program in the accompanying schedule of findings and questioned costs occurred. An audit includes examining, on a test basis, evidence about Southwestern Oregon Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Southwestern Oregon Community College District's compliance with those requirements.

In our opinion, Southwestern Oregon Community College District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs identified in the accompanying schedule of findings and questioned costs for the year ended June 30, 2010.

Internal Control Over Compliance

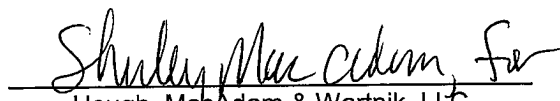
Management of Southwestern Oregon Community College District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs. In planning and performing our audit, we considered Southwestern Oregon Community College District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Southwestern Oregon Community College District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses in internal control over compliance. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies as described in the accompanying schedule of findings and questioned costs as item 2010-1. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Southwestern Oregon Community College District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit Southwestern Oregon Community College District's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management; the Board of Education, the State of Oregon, Secretary of State, Division of Audits; and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


Hough, MacAdam & Wartnik, LLC
Certified Public Accountants

**SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Fiscal Year Ended June 30, 2010**

SECTION I SUMMARY OF AUDITOR'S RESULTS

Financial Statements

1. The auditor's report expresses an unqualified opinion on the financial statements of Southwestern Oregon Community College District (College District).
2. No significant deficiencies or material weaknesses in internal control were disclosed by the audit of the basic financial statements of the College District.
3. No instances of noncompliance material to the basic financial statements of the College District were disclosed during the audit.

Federal Awards

4. A significant deficiency in internal control over compliance with compliance requirements of major federal award programs disclosed during the audit is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133. The deficiency is not reported as a material weakness.
5. The auditor's report on compliance for the major federal awards programs for the College District expresses an unqualified opinion.
6. Audit findings that are required to be reported under Section 510(a) of Circular A-133 are reported in this schedule.
7. The programs tested as major programs were:

<u>Program/Cluster</u>	<u>CFDA Number</u>
Student Financial Assistance Cluster:	
Federal Pell Grant Program	84.063
Federal Supplemental Education Opportunity Grants	84.007
Academic Competitiveness Grants	84.375
Federal Work-Study Program	84.033
Employment and Training Administration	
Career Pathways Innovation Fund Grant	17.269

8. The threshold for distinguishing Types A and B programs was \$300,000.
9. Southwestern Oregon Community College District did not qualify as a low-risk auditee.

SECTION II FINDINGS - FINANCIAL STATEMENT FINDINGS

None

SECTION III FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

SIGNIFICANT DEFICIENCY

2010-1. Disclosure and dissemination of institutional information

CONDITION: Certain required dissemination and distribution requirements related to Student Consumer Information were not fully met. While certain instances of noncompliance within a requirement were noted, the instances pertained to the location and form of availability, or notification of availability of certain reports and information, but overall requirements fulfilled. There have been no known reported or recorded complaints to management from Students or Consumers pertaining to the required information.

CRITERIA: The Higher Education Act of 1965 (the Act), as amended, includes requirements for dissemination and distribution of reports and information specified in the Act, notices of availability, or the availability of such reports and information that can largely be described as Student Consumer Information.

CAUSE AND EFFECT OF CONDITION: College District website revisions were made such that information, while ultimately available, was not always easily found or available at the intended location. Also, responsibility for preparation and distribution of required Student Consumer Information was spread across several departments at the institution. This resulted in certain material not being linked or referenced to completely, although information and requirements were ultimately found and met.

RECOMMENDATION: It was recommended the College District implement the National Postsecondary Education Cooperative (NPEC) Suggestions for Dissemination.

CLIENT RESPONSE: The College District responded immediately by assembling a steering committee to successfully address information form and location and to resolve all link and availability issues. An assessment of compliance with Act requirements was made by management, and responsibility assigned for ongoing periodic review by the steering committee for continued compliance with Student Consumer Information dissemination requirements. The auditor recommendation was accepted and the College District will be implementing NPEC Suggestions as soon as practicable

SECTION IV PRIOR YEAR FINDINGS AND QUESTIONED COSTS – FINANCIAL STATEMENTS AUDIT YEAR END JUNE 30, 2009

SIGNIFICANT DEFICIENCY

2009-1. Accounting Procedures

CONDITION: The College District does not have adequate and documented accounting, reconciliation, and review procedures in place, nor technical accounting personnel on staff, to prepare accurate financial statements and note disclosures and schedules in compliance with GAAP (generally accepted accounting principles) and GASB (*Government Accounting Standards Board*) Statement No. 34 requirement. During the current fiscal year significant and material audit adjustments were required to be made to certain accounts such as the PERS Side Account, the net prepaid pension assets, the pension bonded debt and obligations, the GASB Statement No. 45 implementation requirement for the new other postemployment benefits (OPEB) presentations schedules and disclosures, and other required financial statement preparation procedures in order for the College District's government-wide recording and reporting to be in compliance with GAAP and GASB provisions. The complex nature of these procedures and accounts require qualified review and analysis to correctly record, present, disclose, reconcile and report these activities and account balances in the year-end financial statements in accordance with GAAP and GASB requirements.

CRITERIA: Several material adjustments were required to be made as a result of the audit in order to report and present the basic financial statement in accordance with GAAP, and the audit firm also compiled the basic financial statements, note disclosures, and required schedules for the 2008-2009 audit year.

CAUSE OF CONDITION: The College District does not have adequate or documented accounting reconciliation and review procedures in place, nor technically qualified and knowledgeable personnel on staff, to record and report the certain required transactions in compliance with GAAP. This became pronounced with the elimination and understaffing of key accounting positions at the start of, and during, the previous fiscal period and during the fiscal year under audit.

EFFECT OF CONDITION: The College District retained the services of an outside CPA firm to assist with their GASB Statement Numbers 34 and 35 conversion and government-wide financial presentation requirements and certain necessary schedules, however, year end government-wide financial statements were not initially in full compliance with GAAP or GASB requirements, and the audit firm compiled required financial statements, schedules, and note disclosures.

RECOMMENDATION: The audit firm encourages management to take special precaution to ensure that all accounts are reviewed, reconciled, and appropriately adjusted as required and needed throughout the fiscal year. We also recommend a further staffing needs' assessment of the business office to determine that it has adequate resources, knowledge, staff, training, and expertise needed to proactively manage and report the College District's required financial and reporting activity.

CLIENT RESPONSE: In the guidance materials, American Institute of Certified Public Accountants (AICPA) Statement on Auditing Standard (SAS) No. 112 stipulates that the College District may execute the option of hiring a third party (not the auditor) to prepare the required financial statements. Alternately, SAS 112 specifies that the College District could opt to have the auditor prepare the financial statements knowing that it will result in a finding.

The College District acknowledges that the elimination of the Business Manager position at the start of FY08 (July 2007) created a deficiency of knowledge, experience or staffing in the Business office that was not adequately backfilled by the hiring of additional staff or consulting expertise. Management is evaluating the current organizational structure and staffing requirements of the Business Office, acknowledging the impact of the elimination of the Business Manager position. The College District will continue to engage consultants (for example, CPA firm and actuarial firm) to add specific expertise as needed to address GAAP and GASB requirements.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2010

Federal Grantor/pass-through Grantor/Program Title	CFDA #	Agency Number	Expenditures
<u>U. S. Department of Education:</u>			
<u>Direct programs:</u>			
Student Financial Assistance Programs Cluster:			
Federal Pell Grant Program	84.063 *	P063P092071	\$ 3,381,613
Federal Supplemental Educational Opportunity Grants	84.007 *	P007A093511	73,934
Federal Academic Competitiveness Grants	84.375 *	P375A092071	31,099
Federal Work-Study Program	84.033 *	P033A093511	91,438
Trio Program Cluster:			
Educational Talent Search	84.044A	P044A070624-09	531,910
Student Support Services	84.042A	P042A070416-09A	319,623
Upward Bound	84.047A	P047A071168-09	253,900
Higher Education Institutional Aid (Title III)	84.031A	P031A060194-09	365,514
CREATED (Collaborative Relevant Education & Applied Technologies for Economic Development)	84-116Z	P116Z090269	71,300
<u>Pass-through programs from:</u>			
Oregon Department of Education:			
Family Literacy - Even Start	84.213	17701	163,741
Career and Technical Education - Basic Grants to States	84.048	15357	106,175
Tech Prep Education	84.243	15357	33,715
Oregon Department of Community Colleges and Workforce Development:			
Adult Education - Basic Grants to States	84.002A	EE91019	118,889
Career and Technical Education-Basic Grants to States	84.048	IGRA0304	12,049
Career and Technical Education-Basic Grants to States	84.002	IGRA0287	2,673
Total U.S. Department of Education			5,557,573
<u>U. S. Small Business Administration</u>			
<u>Pass-through programs from:</u>			
Oregon Small Business Development Network:			
Small Business Development Center	59.037	09155/10155	36,889
<u>U.S. Department of Health and Human Service</u>			
<u>Pass-through programs from:</u>			
Coos County, Commission on Children and Families:			
Child Care and Development Block Grant	93.658		10,072
Child Care Resource and Referral Network:			
Child Care and Development Block Grant	93.575		119,283
ARRA - Child Care and Development Block Grant	93.713	ARRA09-10RR08	26,627
South Coast Business Employment Corporation:			
Temporary Assistance to Needy Families TANF	93.558	TANF 09-101	97,607
Oregon Department of Human Services:			
Medical Assistance Program	93.778	128225	24,850
Community-Based Child Abuse Prevention	93.590	122775	73,841
Total U.S. Department of Health and Human Service			352,280

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2010

Federal Grantor/pass-through Grantor/Program Title	CFDA #	Agency Number	Expenditures
<u>U.S. Department of Labor</u>			
Direct programs:			
Employment and Training Administration	17.269 *	CB-18238-09-60-A-41	682,085
Pass-through Programs:			
Oregon Department of Community Colleges and Workforce Development:			
ARRA - WIA Youth Activities	17.259	IGRA0287	1,146
Del Norte Workforce Center:			
Employment and Training Administration, Community-Based Job Training	17.269		<u>7,165</u>
Total U.S. Department of Labor			<u>690,396</u>
<u>U.S. Department of Agriculture</u>			
Pass-through programs from:			
State of Oregon, Dept of Education:			
Child & Adult Care Food Program	10.558		298,304
Summer Food Service Food Program for Children	10.559		<u>2,826</u>
Total U.S. Department of Agriculture			<u>301,130</u>
<u>Corporation for National and Community Service</u>			
Direct programs:			
Retired and Senior Volunteer Program	94.002	08SRPOR002	<u>64,386</u>
Total Federal Assistance			<u><u>\$ 7,002,654</u></u>

* Major Programs

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2010

NOTE 1 – Significant Accounting Policies

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Southwestern Oregon Community College District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2 – Federal Family Education Loan Programs

The amounts of new Federal Family Education Loan Program student loans disbursed by individual outside lending institutions during the year ended June 30, 2010 are as follows:

Federal Stafford Loans	\$ 3,423,634
Federal Plus Loans	\$ 304,620

Interest subsidies and other costs related to these loans are not listed on the schedule since these amounts go to the lender and not the College District.

NOTE 3 – Subrecipients

During the year ended June 30, 2010, the College District did not provide any financial awards to subrecipients.

The Department of Community Colleges and Workforce Development
255 Capitol Street NE, Third Floor
Salem, Oregon 97310

Oregon Community College Articulation Agreements Reporting 2009



Oregon Community Colleges Articulation Agreements

Blue Mountain Community College - www.bluecc.edu/students_transfer

Articulation

University of Idaho

Agriculture

Boise State

Construction Management, Civil Engineering

Wenatchee Valley College

Med Lab Tech Program

Portland State University

Master of Social Work

OSU

Oregon State College Agriculture

Eastern Oregon University

Teach Education Program

Oregon Community Colleges Articulation Agreements

Central Oregon Community College

Articulation

OSU - Cascade Campus

Bachelor of Arts or Science in Art, options in Fine Arts, Bachelor of Arts or Science in Business Administration, Bachelor of Science in Human Development and Family Studies, options in Early Childhood Education, Gerontology or Human Services, Bachelor of Science in Tourism and Outdoor Leadership, options in Tourism and Commercial Recreation Management, International Ecotourism, or Outdoor and Experiential Education (All pending approval)

OIT

COCC's Associate of Applied Science in Manufacturing is articulated with OIT's Manufacturing Engineering Technology bachelor's degree program. Specific COCC coursework is aligned with requirements for OIT's Medical Imaging Technology program. COCC's AAS in Aviation Science is aligned with OIT's Bachelor of Science degree in Operations Management. Bachelor of Science in Operations Management: Automotive Management, Business Administration, Computer and Information Systems (Computer Support Option), Structural Fire Science, Wildland Fire Science

Humboldt State University

COCC's Associate of Applied Science in Forestry Resources Technology is articulated directly with HSU's bachelor's degree in forestry.

Eastern Oregon University

Business Administration, Business Economics, English/Writing, Fire Science Administration, Physical Activity and Health, Philosophy, Politics and Economics, Psychology, Liberal Studies: Small City and Rural County Management, Environmental Studies, Business and Health Promotion, Business Psychology.

Linn-Benton CC

Diagnostic Imaging

Portland Community College

Portland Community College offers an Associate of Applied Science degree in Medical Laboratory Technology.

Oregon Community Colleges Articulation Agreements

Chemeketa Community College

Articulation

Art Institute of Portland

AAS in Vis Com Graphic Design

Capella University

Transfer agreement Bachelors completion program

Marylhurst University

AAOT Junior Standing

OIT

Medical Imaging Technology, Geomatics program, Bachelor in Electronic Engineering, Electronics Engineering Tech to Bachelor of Science in Operational Management, Network Tech to Bachelor of Science in Operational Management, Bachelor of Science degree in Information Technology-Health Information Option, Bachelor of Science degree in Dental Hygiene

OSU

Dietetics, Early Childhood Education to BS in Human Development and Family Sciences program, Environmental Science, Forestry, Horticultural Science, Associate of Applied Science degree in Human Services, Addiction Studies Option to BS in Human Development and Family Sciences with option in Human Services, Human Services, Social Services Option to BS in Human Development and Family Sciences with an Option in Human Services program, Education double degree.

Otemae Junior College

International Articulation agreement

Portland State University

Criminal Justice, Early Childhood Education, Instructional Assistant AGS degree program to BS degree in General Studies, Human Services, Visual Communications

Linfield College

RN to BSN, Bachelor's degree for adult students in the CCC Service District combining with CCC coursework

University of Phoenix

Transfer of an associate degree conferred students to a baccalaureate degree program, Math & English Competency

Oregon Community Colleges Articulation Agreements

Chemeketa Community College

Articulation

Washington State University

Hospitality & Tourism Management Program

WOU

Associate in Art, BA or BS in Business, BA or BS Computer Science, BA or BS in Criminal Justice, Early Childhood Education to Early Childhood Teacher Prep Program, Early Childhood/Elementary/Middle School Teacher Prep Program, Human Services Program with Addiction Studies to Sophomore status in BS psychology, Building Inspection BA/BS in Public Policy and Administration, Psychology with intent of entering in master's degree in Rehab Counseling, Dance Programs

University of Wisconsin

Applied Nursing Program to BSN-LINC National Online RN to BSN program.

Western Governor's University

Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Science Oregon Transfer Business into baccalaureate, Competency-based degree programs.

Oregon Community Colleges Articulation Agreements

Clackamas Community College | <http://depts.clackamas.edu/advising/articulations.htm>

Articulation

Art Institute of Portland

General Education Requirements, Gen Ed Advising Guide

Clatsop CC

DPSST Basic Police Course, DPSST Basic Corrections Course

George Fox University

AAS Accounting, CC Business Management, AAS Criminal Justice, AAS Early Childhood Education & Family Studies, AAS Geographic & Information Systems (GIS), AAS Human Services, AAS Landscape, AAS Marketing & Management, AAS Water & Environmental Technology

Marylhurst University

AAOT, AAS Industrial Technology, AAOT/Co-Admission/English, AAS Project Management, AAS Retail Management

OIT

BS in Information Technology, Health Informatics Option: AGS Associate of General Studies, AAS Website Design Specialty, AAS Computer Support Specialist, BS Operations Management: AAS Web Development Specialist, AAS Computer Support Specialist, Associate of Science Oregon Transfer-Business, BS in Electronics Engineering Technology: AAS Microelectronics Systems Technology, BS Manufacturing Engineering Technology (Course Articulations)

OSU

Horticulture

Portland State University

Energy & Resource Management, Paraeducator

SOU

Criminal Justice

Oregon Community Colleges Articulation Agreements

Clatsop Community College

Articulation

Linfield
Nursing

Oregon Community Colleges Articulation Agreements

Columbia Gorge Community College

Articulation

OIT

AAS in Accounting, Business Management (both to their BS in Operatins Management)

Oregon Community Colleges Articulation Agreements

Klamath Community College

Articulation

OIT

Criminal Justice to Applied Psychology, AAOT Education to Applied Psychology, General Studies to Management-Marketing Option, General Studies to Management-Small Business/Entrepreneurship Option, General Studies to Operations Management, Human Services Education to Applied Psychology, Human Services Protection to Applied Psychology, Natural Resources to Environmental Science, Preparatory Health Courses to Medical Imaging Technology

OSU

Natural Resources to Agriculture

Oregon Community Colleges Articulation Agreements

Lane Community College

Articulation

Oregon State University

Liberal Studies Pre-Elementary, Language Arts II, Behavioral Science, Social Science, Spanish Language and Latino/a Studies, Fine Arts, Biochemistry, Botany, Chemistry, Double-degree Education, Zoology, Dietetics, Pharmacy, Business, Baccalaureate Core

Portland State University

Business, Criminology (update in process), General Education

Southern Oregon University

General Education, Business, Criminology, Criminal Justice

University of Oregon

Biology, Biochemistry, Business, Chemistry, Computer Science, Economics, Educational Studies, English, Environmental Science and Studies, Ethnic Studies, Family and Human Services. General Education, Geography, Geology, History, Human Physiology, Mathematics, Philosophy, Physics, Psychology, Sociology, Educational Studies: Integrated Teaching & Education Foundations

Western Oregon University

Liberal Arts Core Curriculum

Linfield College

General Education Requirements, Business

NW Christian College

Degree Completion Program; Health Administration; Accounting; Business Administration, Elementary Education; Human Services; Management Information Systems; Psychology; Secondary Education

Eastern Oregon University

General Education (in progress)

OHSU

Nursing

OIT

General Education (in progress)

Oregon Community Colleges Articulation Agreements

Lane Community College

Articulation

Chemeketa Community College

Speech-Language Pathology Assistant AAS

Pacific University

Elementary Education, Pre-Health (Physician's Assistant, Optometry, Occupational Therapy and Physical Therapy), Pre-Pharmacy (in progress), Dental Hygiene

Western States Chiropractic College

Pre-Chiropractic Admission Requirments

Oregon Community Colleges Articulation Agreements

Linn-Benton Community College

Articulation

Ashford University

Accounting, Business Administration, Communication Studies, Early Childhood Education, Early Childhood Education Administration, Health Care Administration, Organizational Management, Psychology, Public Relations & Marketing, Social & Criminal Justice, Social Science, Social Science w/Education Concentration, Sociology, Sport & Recreation Management

COCC

Engineering

Lane Community College

Flight Technology, Dental Hygiene

Linfield

Nursing

Montana State University-N

Diesel Technology

OIT

Manufacturing Engineering Technology, Medical Imaging Technology

Oregon State University

AS Direct Transfer Degree, Restaurant/Foodservice Management

Western Oregon University

Elementary Education

Oregon Community Colleges Articulation Agreements

Mt. Hood Community College

Articulation

OIT

Selected MHCC courses (Machine Tool, Welding, Engineering) to BS Manufacturing Engineering Technology-State-wide agreement. Selected courses from Business Management to BS Operations Management. Selected courses from Computer Information Systems to BS Operations Management. Selected courses from Office Management/Administrative Assistant to BS Operations Management. Selected courses in Dental Hygiene to BS in Dental Hygiene. Selected MHCC courses (Civil Engineering Tech) applied to BS in Civil Engineering. Selected MHCC courses (Mechanical Engineering Tech) applied to BS in Mechanical Engineering.

PSU

AAS: Selected Mental Health/Human Services (Youth Worker Track) Courses to BA or BS in all majors-suggested majors: Liberal Studies, Arts and Letters, Psychology, Social Science or Sociology. Selected Mental Health/Human Services courses to BA or BS in all majors: Administration of Justice, Liberal Studies, Arts and Letters, Psychology, Social Science or Sociology. Selected Early Childhood Education courses to BS or BA in Children and Family Studies. Selected Environmental Health and Safety courses to BA or BS in Environmental Studies. AS: Selected Hospitality & Tourism courses transfer to BA in Business Administration.

U of O

AAOT: Specific MHCC courses applied to BA in Journalism.

Warner Pacific

AAS: Selected courses in Early Childhood Education to BA in Early Childhood Education.

WOU

Direct Transfer: Selected MHCC courses applied to BA/BS Criminal Justice.

OSU

Selected MHCC courses (Architectural Engineering) applied to BS in Housing Studies. Outdoor Recreation/Tourism to BS Outdoor Recreation Leadership/Tourism. Selected MHCC Natural Resources/Forestry applied to BS in Forest Resources/forest Engineering.

Concordia

AAS: Selected courses from Mental Health/Human Services to BA/BS in Social Work. AAOT.

Marylhurst College

AAS: Selected courses in Environmental Health and Safety to BA in Environmental Science, AAOT with specific courses applied to BA Fine Arts, AAOT with specific MHCC courses applied to BA Religious Studies. AAOT.

Eastern Oregon university

AAOT with specific courses applied to BA in Education

Willamette University

AAOT.

Oregon Community Colleges Articulation Agreements

Oregon Coast Community College

Articulation

OSU

Environmental Science, Human Development & Family Studies, Early Childhood Education, Food & Nutrition Management, Dietetics, Fisheries & Wildlife

Oregon Community Colleges Articulation Agreements

Portland Community College - www.pcc.edu/programs/university-transfer/

Articulation

Art Institute of Portland

Graphic Design

Marylhurst University

Sign Language Interpretation

Concordia University

Alcohol and Drug Counselor Program

Eastern Oregon University

Fire Protection Technology

University of Idaho

Landscape Technology

OIT

Auto Service Technology, Aviation Science, Building Construction Technology, Building Construction Technology: Operations Management, Construction Management Option, Computer Information Systems: Business/Systems Analysis, Applications Development, Diesel Service Technology, Electronic Engineering Technology, Machine Manufacturing Technology, Mechanical Engineering Technology, Microelectronics Technology: Manufacturing Engineering Technology, Electronics Engineering Technology

PSU

Alcohol and Drug Counselor, Early Education and Family Studies (Child and Family Studies) (Degree Completion), Engineering; Gerontology, Graphic Design, Management and Supervisory Development, Paraeducator

Linfield University

Nursing

Oregon Community Colleges Articulation Agreements

Portland Community College - www.pcc.edu/programs/university-transfer/

Articulation

Warner Pacific College

Alcohol & Drug Counselor, Management and Supervisory Development

Western Oregon University

Fire Protection Technology

University of Phoenix

All PCC Career Technical AAS degree

Embry-Riddle University

Aviation Science, Aviation Maintenance

ITT Technical Institute

Computer Information Systems: Data Communication Systems Technology, Data Communication Systems Technology CIS Network Administration Option, Information Systems Security, Information Systems Security CIS Network Administration Option, Electronic Engineering Technology

Montana State University-Northern

Automotive Service Technology

Oregon Community Colleges Articulation Agreements

Rogue Community College

Articulation

SOU

AS Business, AS Degrees-Computer Programming & Software, Computer Information Science, Computer Security & Information Assurance, Multimedia, Sociology, History, Communication, AS Human Services, AS Degree-Criminology, AS Degree-Early Childhood Education, AS Elementary Education

OHSU

ADN Nursing

OIT

Medical Imaging Technology Programs, Radiological Sciences, AS Degree-Manufacturing Engineering Technology, Dual Enrollment Program/Respiratory Care, Gematics, Dental Hygiene, Information Technology/AS Health Informatics

Portland State University

Human Services

OUS System

ASOT-Business, AAOT, OTM

EOU

Education, Teacher Licensure, Physical Education

Linfield

Athletic Training and Fitness Mgt

SOU

Fitness Mgt, Athletic Training, Criminal Justice

OSU

Engineering/Computer Science, Math, Natural Science

Portland State University

Early Childhood and Family Studies

WOU

Business, Computer Science, Criminal Justice

EWU

Athletic Training

OIT

Manufacturing Technology, Dental Hygiene, Medical Imaging

OHSU

Nursing, Registered

Oregon Community Colleges Articulation Agreements

Tillamook Bay Community College

Articulation

OSU

Data enrollment, General Transfer

OIT

Dual Enrollment, General Transfer, Business Administration

Portland State University

Co-admission, Early Childhood Education, Education, General Transfer, Graphic Design, Instructional Assistant Program, Paraeducator, Professional Technical Writing

Concordia University

Alcohol/Drug Counselor Program, AA, Oregon Transfer (AAOT)

Marylhurst College

Alcohol & Drug Counselor, Associate of Arts, Early Childhood Education, Various other courses accepted without restrictions

U of O

Block Transfer, Certain Vocational/Technical Credits Counselor

Warner Pacific

Applied Science, Alcohol & Drug, Early Childhood Education

Western Governor's University

General

Western Oregon State Univ

Criminal Justice, General Transfer

Oregon Community Colleges Articulation Agreements

Treasure Valley Community College

Articulation

University of Phoenix

Bachelor of Science in Management

College of Idaho

Will transfer up to 106 credits.

Boise State

AAOT, Criminal Justice, Social Work, Elementary Education, Early Childhood Education, Bilingual Education

OSU

Ag Business, General Ag, Teacher Prep, Ag Resource Economics, Animal Science, Crop Science, Soil Science, Animal Science: Pre-Vet, Environmental Economics, Ag Education, Ag Science & Tech

University of Idaho

Ag Economics, Ag Education, Ag Science & Tech, Animal Science

Oregon Community Colleges Articulation Agreements

Umpqua Community College

Articulation

SOU

Business Administration, Criminal Justice, Early Childhood Education, Human Services

EOU

Online Business Administration, Online Liberal Studies, Online English Film/Literature

OIT

Online Operations Management