OCCC Budget Development Calendar
2017-2018

Date	Action
April 7th	Departmental budgets due to CoFO[1]
April 5th to 14th	First draft budget development and roll-up
April 14th	Present Budget Forum calendar at CoCo[2]
April 17th	CoFo presents first draft budget to President
April 18th	First draft to Executive Team
April 19-26	Budget alignment to Strategic Framework (5 Big Ideas) with Executive Team
April 27 & 28	CoFo develops second draft budget
May 1st	Second draft to President
May 2nd	Second draft to Executive Team
May 3rd -16th	Further refinement of second draft
May 10th 12:30pm-1:30pm Rm 140 May 12th 11:30am-12:30pm Rm 140	Budget Forums: Staff and students
May 16th	Oregon revenue forecast
May 17th and if needed, May 24th	Board & Budget Committee Meeting: Presentation of Budget & Budget Message Approval of Budget
June 14, and if needed June 21st	Board Meeting: Adoption of 2017-2018 Budget.
June to....September?	Oregon Legislatively Adopted Budget[3] to include CCSF and Capital Projects bonding

Oregon Budget Process

The state budget is a tool used to carry out state law and policy decisions. The budget, which must be balanced, allocates all revenue resources including General Fund, Lottery, Federal and Other Funds that pay for public services. The budget may authorize debt financing for some projects and activities. The budget covers two fiscal years, which is a biennium. The biennium begins on July 1 of an odd-numbered year and ends on June 30 of the next odd-numbered year (for example, July 1, 2013 - June 30, 2015). The budget development process occurs in three major phases: Agency Request, Governor's Recommended Budget, and Legislatively Adopted Budget.

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[1] CoFO: Chief of Finance and Operations, Robin Gintner
[2] CoCo: College Council
[3] While Community Colleges are required by law to adopt a budget for the upcoming year by June 30th, the legislature has no specific deadline, and on occasion does not adopt a budget in time for the College budget process. In these instances, we adopt a budget based on the Co-Chairs' Existing Resources Budget Framework, and revise as necessary via a supplemental budget adoption by the Board.

[handwritten margin notes: "Nationally — up to 40% Com College (total improvements)", "Problem: Student / OP, CTE, Success", "CTE programs", "Clarify.", "WICHE States", "Talk about what is happening in our community", "rural"]

OCCA Talking Points: 2017 Legislative Summit

Community College Support Fund

- Community colleges need $634 million as a hold-even budget and to pay for increased costs including PERS, health care, minimum wage increases, and other cost drivers.
- Anything less than $634 million will directly impact community college students with higher tuition combined with cuts to class sections and support services. (Talk specifically about the budget situation at your college and cuts you would have to make).
- The Governor's budget flat-funded community colleges at $550 million. The co-chairs' framework budget is roughly 1.4 percent higher.
- We understand the difficult budget situation the state is in and hope revenue can be found to avoid more deep cuts to colleges. We cannot continue to use college tuition to balance the state budget. The state is just pushing the tax burden of funding state budgets onto college students.
- Our students are already struggling to pay for their education including tuition, textbooks, food and housing. Tuition at Oregon's community colleges is already the second highest among all western states.
- Cost drivers like PERS, health care costs, and compliance with new and existing state and federal mandates account for the needed increase in community college funding.

Background

Below is a breakdown of the costs associated with the $634 million ask as projected by the Higher Education Coordinating Commission:

- External Cost Drivers: $70.2 million
  Clery Act/Title IX Compliance, Public Employees Retirement System (PERS), health care costs related to the Affordable Care Act, paid sick leave, minimum wage increases, the Fair Labor Standards Act, and continuation of funding for academic counselors and first-year experience related to the Oregon Promise.
- Department of Administrative Services Current Service Level: $13.9 million
  Department of Administrative Services Current Service Level calculation for the 2017-19 biennium based on an additional 3 percent investment over 2015-17 funding levels intended to address Cost of Living Adjustments and replenishment of community college reserves.

Capital Construction

- Community colleges did not receive capital construction in the last session because the co-chairs requested that colleges wait one session before coming back with a full list. These projects are critical to meeting the state's changing workforce and educational needs.
- If you have a capital project, please describe your project and how it benefits your campus and community. Ask your legislator to help get it passed in the upcoming session.

Background

The Governor's budget funded 11 of the 13 projects that were submitted. Clatsop Community College and Treasure Valley Community College were the two colleges that fell below the line.
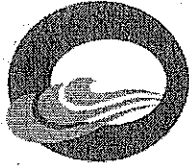
The Oregon Opportunity Grant/Oregon Promise

- We support the Governor's $11 million increase to the Oregon Opportunity Grant, bringing the program's funding to $151 million.
- As Oregon's only statewide need-based aid program, the Opportunity Grant should remain the state's top priority for financial aid.
- We support the Governor's increase to the Oregon Promise to $40 million, the minimum needed to fund the program in its current form.
- Colleges support legislation to remove the $50 per term co-pay in the Oregon Promise and to remove the program's $10 million annual cap, which is currently in statute.
- However, increases to programs like the Opportunity Grant and the Oregon Promise become an empty promise if they are coupled with budget cuts and steep tuition hikes.

Credit Transfer

- OCCA supports strong legislation on college transfer. Currently far too many students transfer with their Associate of Arts Oregon Transfer (AAOT) degree, but still have to take extra classes or even retake classes when they transfer to an Oregon public university.
- We believe seamless transfer is an affordability issue. If students have to retake a course, for which they already received a passing grade, they face additional costs and it takes longer to get their degrees.
- Colleges support a plan to align the top 25 majors (by enrollment) so that a student completing an Associate's degree at any Oregon community college toward one of these majors can transfer seamlessly with no credit loss to any Oregon public university.
- HB 2998 and HB 3220 both deal with improving college transfer between colleges and universities. We urge legislators to support a transfer bill that creates universal credit transfer in the top 25 majors between all Oregon community colleges and public universities.

CTE Alignment

- With the passage of Measure 98 and other efforts to build up CTE in high schools, the legislature should look to ensuring those programs have pathways to post-secondary programs.
- Most jobs in CTE-related fields require post-secondary education. It is especially important for job retention and the ability to advance in a career.
- OCCA supports SB 138 and its companion bill, HB 2789, which directs the Oregon Department of Education and the Higher Education Coordinating Commission to align CTE programs between secondary and post-secondary to the greatest degree practicable.

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OREGON COAST
COMMUNITY COLLEGE

April 14, 2017

Update on SharkNet, OCCC's Enterprise Resource Planning (ERP) software.

Most colleges use an important type of software application, known as an Enterprise Resource Planning (ERP). The ERP holds the financial, student, employee and curriculum data of the colleges, and supports the many processes related to carrying out the functions of the institution. At OCCC, our ERP is SharkNet, our local name for a product developed by Rogue Community College. Five Oregon Community colleges (also CGCC, BMCC and Clatsop CC) are in a consortium that pays for the ERP and also staff at Rogue to support the ERP.

Sometime in the next three years, OCCC will be replacing our Enterprise Resource Planning (ERP) system, SharkNet. There are a number of drivers for this decision, including

- SharkNet design is outdated, and is increasingly requiring work-arounds to support student success initiatives, financial reporting, and state data reporting requirements.
- Rogue Community College has confirmed they intend to get out of the ERP provider business sometime in the next 3 years.
- SharkNet is not sufficient to support the increased operational requirements we will need to address in candidacy and independent accreditation.

Selecting and transitioning to a new ERP system is a major endeavor for any college, and particularly so for a small college with limited infrastructure. While this change will not be immediate for us, it is not too early to start our process of learning about student needs, our needs and what is available to address those needs. We were also presented with the opportunity to take advantage of some state funds to assist with the inquiry and discovery process. We are now working with six other community colleges (the RogueNet colleges plus Mt. Hood and Clackamas) in our state, and have contracted with CampusWorks to help us work through the process of determining the requirements for this system.

Our journey began last week with a project kick-off session at Mt. Hood on April 11 and 12. OCCC sent eight people (Birgitte, Cindy, Robin, Sharon, Joy, Ben, Kimberly, Spencer) to learn about the discovery process and next steps.

Wednesday May 24 and Thursday May 25 are set for Listening Sessions at OCCC. CampusWorks consultants assigned to our project will meet with representatives of all our SharkNet users, including faculty and students. They want to hear what works, what doesn't work, and what wishes we have. Similar sessions will be held at all seven colleges, and the consultants will use the results to help a Steering Team to develop an RFP to solicit bids.

There will also be surveys administered to OCCC prior to the listening sessions. Information attached.

OREGON COAST
COMMUNITY COLLEGE

FACULTY/STAFF EMAIL

Welcome to the ERP Assessment Project for the Oregon Community Colleges. I am writing to ask for your assistance with this project that could beneficially improve many of our current processes and enhance our students' experience.

To get more specific, you know that our college already uses the SharkNet (RogueNet) system, but we are investigating possibilities that could help modernize our administrative systems and make us more efficient and effective. As we embark on this initiative, we are also working with six other institutions in our state, and attempting to capitalize on having others join us on our journey. The ultimate goal of this project is to provide us with the information needed to decide whether to: 1) reinvest in and modify our current system, 2) pursue a new broad based Enterprise Resource Planning (ERP) commercial system, or 3) perhaps a combination of the above.

We are using a variety of techniques and forums to evaluate and determine requirements for this next generation approach for an ERP system. By surveying members of our community, we intend to assess what is working well with our current system, what needs some improvement, and what features you would like to see in the future.

One facet of information gathering is the use of an online survey, which will collect feedback across all aspects of our system. The survey identifies several functional roles – based on your job function you may have one role, or multiple roles, identified in the survey. Please complete the area or areas that would complement your current job function. Your responses will be analyzed to identify themes, and help us prepare for the listening sessions.

Please use the link below to start the survey, which should take 10-20 minutes to complete. The survey will be open through April 30.
- Staff Survey – https://www.surveymonkey.com/r/OCC_Staff
- Faculty Survey – https://www.surveymonkey.com/r/OCC_Faculty
Note – you could send separate emails to faculty and staff....or a joint one.

Many thanks in advance for your assistance!

STUDENT EMAIL

Welcome to the new quarter – I hope all your academic pursuits are going well as this quarter gets underway!
I am writing to ask for your assistance with a major project the college is undertaking. We have started investigating possibilities that could help modernize our current SharkNet system to make the processes run smoothly and make things easier for you.

To help us gather information, we have created an online survey to assess what is working well with our current system, what needs some improvement, and what features you would like to see in the future.

The survey link is available below, and it should take approximately 10 minutes to complete. The survey will be open until April 30.
- Survey Link - https://www.surveymonkey.com/r/OCC_Student

Level One Analysis

1. Is there strong data to suggest that this program can attract, enroll, retain and graduate 15 or more new students per year (combined AAS and Certificate) for the next 10 years?
   AND

2. Does this CTE Program lead to livable wage (TBD) employment
   OR
   Is this CTE program an articulated component of a livable wage career ladder?
   AND

3. Is there a local/regional need for such a program when considering existing Community College providers for this CTE program?

   AND
4. Is a credit AAS/Certificate program the best solution for students and employers for this need?

Level Two Analysis

Those programs with a YES to all four Level One questions, will move on for Level Two analysis. (Programs that are a Yes to 1-3, but a no to 4, will be referred to Community Ed and/or Customized Workforce Training, TBD). Level Two analysis will include weighting of the various factors that relate to program feasibility, with the goal of identifying the top programs most deserving of further **Level Three Analysis (TBD)** with broader engagement of an advisory group and faculty.

Level Two Factors (so far) for weighting:
- Costs: to develop & to continue program
  o Faculty and tech support (Prep time, Accreditation Requirements)
  o Administrative time
  o Regulatory Requirements, Accreditation Costs
  o Equipment costs
- Space Requirements (is there a way to house it?)
- OCCC Internal "champions" (administration and faculty)
- Community partners willing to contribute funds and/or internships and hire grads
- Grant opportunities
- Articulation opportunities at High Schools and Universities
- Available curriculum at contracting college (or elsewhere)
- Availability of faculty (difficulty hiring)
- OCCC mission alignment and fit with other programming

CTE Program Amendments, Suspensions, and Deletions

Suspensions and Deletions

Community colleges may suspend or delete AAS degree, AAS option, and certificate of completion programs due to a variety of factors that include but are not limited to:

- Low student enrollment,
- Lack of financial resources,
- Inability to recruit qualified instructors, and
- Changes in the employment opportunities or workforce needs.

Programs are considered suspended or deleted when:

- It is not offered,
- Not in the college catalog,
- Not included on the college website, or
- New students may not enroll in the program.

All inactivated AAS degree, AAS option, and certificate of completion programs must be reported to CCWD-ODE as quickly as possible. Colleges should notify CCWD-ODE by correspondence approved by the chief academic officer or president. The correspondence should include the reason(s) for deleting the program, the effective date, and strategies planned to teach out the program (a requirement for accreditation purposes).

Teaching Out Obligations

"Teaching out" the program includes, but may not be limited to:

- Plans for students currently enrolled in the program to complete it in a timely manner,
- Reimbursements,
- Deletion from the college catalog
- Informing and transition faculty
- Notifying employers, workforce development organizations and other community stakeholder

Reinstatement

Programs that are suspended by formal notification may be reinstated within three years of the suspension date. Suspended programs are automatically administratively deleted by CCWD-ODE after three years.

To reinstate a program within the three year period, the college must submit a letter of request, signed by the chief academic officer or president, to CCWD-ODE. An updated curriculum plan for the program must be submitted with the letter of intent to reinstate the program.