



CENTRAL OREGON
community college

**CENTRAL OREGON
COMMUNITY COLLEGE**

Board of Directors' Meeting – AGENDA

Wednesday, November 9, 2016 – 6:00PM

Room 209 – RTEC-Redmond Technology Education Center
COCC Redmond Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Ricks
6:01 pm	II. Introduction of Guests			Ricks
6:02 pm	III. Agenda Changes			
6:03 pm	IV. Public Hearing and Testimony			
	A.			
6:10 pm	V. Consent Agenda***			
	A. Minutes			
	1. Regular Meeting (October 12, 2016)	5.a1	X	Smith
	B. Personnel			
	1. New Hire Report (October 2016)	5.b1	X	Fegley ^A
	C. Approval of Contracts			
	1. Cheney	5.c1	X	Fegley ^A
	2. Doughty	5.c2	X	✓
	3. Rougeux	5.c3	X	✓
6:15 pm	VI. Information Items			
	A. Financial Statements	6.a		Bloyer ^A
	B. Student Success: MATC/Redmond	6.b		Julian ^A
	C. Housing Operations Report	6.c		Moore/Davis ^A
	D. Oregon Promise	6.d		Moore/Egertson
	E. HECC Grants Overview	6.e		Moore/Julian ^A
	F. Summer Conference Update	6.f		Moore/Bilbrey /Davis ^A
6:45 pm	VII. Old Business			
	A. Master Plan Consulting	7.a	X	McCoy ^P
	B. Solar Array - Update			McCoy ^P
7:00 pm	VIII. New Business			
	A. Nondiscrimination Policy	8.a	X	Roth/Williams ^P
	B. Cascades Hall Use	8.b	X	McCoy ^P
	C. Classified Salary Study	8.c*	X	Cecchini/Dona ^P
7:25 pm	IX. Board of Directors' Operations			
	A. Board Member Activities			Ricks
7:40 pm	X. President's Report			Metcalf
	A. Updates			
	1. Veterinary Technician Program			Palmer/Elston ^P
	2. Residence Hall			Davis ^P

XI. **Dates**

A. Wednesday, December 7, 2016 @ 6:00 p.m. Board of Directors' Meeting
Christiansen Boardroom – Boyle Education Center Bldg.
(Note: this is the 1st Wednesday in December)

8:00 pm XII. **Adjourn**

* Material to be distributed at the meeting (as necessary).

** **Times** listed on the agenda are approximate to assist the Chair of the Board.

*** Confirmation of Consent Agenda items submitted by the President. Any item may be moved from the Consent Agenda to Old/New Business by a Board Member asking the Chair to consider the item separately.

P = indicates a Presentation will be provided. **A** = indicates the presenter is Available for background information if requested.



CENTRAL OREGON
community college

Central Oregon Community College
Board of Directors' Meeting
MINUTES
Wednesday, October 12, 2016 6:00 p.m.
Christiansen Boardroom
Boyle Education Center Bldg.
COCC Bend Campus

PRESENT: Vikki Ricks, Bruce Abernethy, Laura Craska Cooper, Anthony Dorsch, David Ford, John Mundy, Ron Bryant-Board Attorney, Dr. Shirley Metcalf-President, Julie Smith-Executive Assistant

ABSENT: Joe Krenowicz

CALL TO ORDER: Vikki Ricks, Board Chair

INTRODUCTION OF GUESTS: Betsy Julian, Matt McCoy, David Dona, Dan Cecchini, Jenni Newby, Lisa Bloyer, Michael Fisher, Julie Downing, Eddie Johnson, Tim Peterson, Jim Bennett, Joe Viola, Cady-Mae Koon, Danielle Fegley, and others.

PUBLIC HEARING AND TESTIMONY:

None.

CONSENT AGENDA:

Mr. Bruce Abernethy moved to approve the Consent Agenda (Exhibits: 5.a1-5.c).

Mr. John Mundy seconded the motion. MCU. Approved. M10/16:1

BE IT RESOLVED that the Board of Directors reviewed and approved the Regular Meeting Minutes of September 14, 2016 (Exhibit: 5.a1);

BE IT RESOLVED that the Board of Directors reviewed and approved the September 2016 New Hire Report (Exhibit: 5.b1);

BE IT RESOLVED that the Board of Directors approves the employment contract for Kari Cheney, ABS Workforce Navigator (Exhibit: 5.c).

INFORMATION ITEMS:

Financial Statements - (Exhibit: 6.a)

The Board of Directors were apprised of the August 2016 Financial Statements.

Student Success - (Exhibit: 6.b)

The Board of Directors were apprised of the "Ensuring Student Success through a unique program in Massage Therapy."

OLD BUSINESS:

Master Planning Update

Mr. Matt McCoy, vice president for administration, gave an overview of the proposed plan for the upcoming "Master Planning Process." He noted that there will be several opportunities for anyone who is interested in participating in the process – internal as well as external.

Matt announced that the "Ribbon Cutting" for the Solar Array at the Redmond Campus is Thursday, October 27, 2016 at 1:00 p.m.

NEW BUSINESS:

ACCT Conference

Board members Vikki Ricks, Laura Craska Cooper, Joe Krenowicz and President Shirley Metcalf attended the conference.

Vikki Ricks and Laura Craska Cooper each gave a summary of sessions they attended at the recent ACCT (Association of Community College Trustees) Conference in New Orleans.

They commented that the sessions they attended helped them to reaffirm many of the great programs and projects that are already taking place here at COCC.

They also learned about other initiatives taking place at other colleges throughout the nation.

The theme of the 2016 ACCT Leadership Congress was "Call to Action – Lead with Intent" highlighting:

- Setting the bar of educational achievement and completion even higher
- Joining forces as champions of student success
- Achieving unprecedented and lasting results.

BOARD OF DIRECTORS' OPERATIONS:

Mr. Bruce Abernethy Dinner at Anthony's Homeport - Annual COCC Foundation Fundraiser
Real Estate Committee Meeting
Film at COCC - Paper Tigers / Adverse Childhood Experience

Mr. David Ford Meeting w/Zak Boone, Executive Director of the Foundation
Lunch Meeting w/President Metcalf

Mr. Mundy Real Estate Committee Meeting

Mr. Dorsch Phone Call re: Construction

Ms. Ricks ACCT Conference
Agenda Planning Meeting w/President Metcalf
Real Estate Committee Meeting

Ms. Craska Cooper ACCT Conference

PRESIDENT'S REPORT

Updates:

Outdoor Leadership Program

Dr. Metcalf introduced Tim Peterson, Associate Professor of Outdoor Leadership/Health and Human Performance. He gave a PowerPoint presentation showing that “we don’t teach *about* the outdoors, we teach *through* the outdoors.” Professor Peterson provided information about COCC’s relationship with OSU-Cascades Tourism and Outdoor Leadership program, where many of our students transfer to pursue a bachelor’s degree.

Oregon President’s Council

President Metcalf reported that OCCA drafted several Bills for the state Legislature

- Align Career and Technical programs
- Improve the Credit Transfer process
- Make changes to the Oregon Promise program.

ADJOURN: 7:15 p.m.

APPROVED;

ATTEST TO;

Ms. Vikki Ricks-Board Chair

Dr. Shirley I. Metcalf, President

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – October 1 - 31, 2016

Name	Date Hired	Location	Job title
Classified Full-Time			
Hussey, Anthony L	10/01/2016	Bend	CPS Officer
Temporary Hourly			
Craig, Dylan Robert	10/1/2016	Bend	Math Tutor
Gaona, Diana	10/1/2016	Bend	Peer Mentor
Henske, Joel Lyndon	10/1/2016	Bend	EMT Lab Assistant
Martyn, Ryan Micheal	10/17/2016	Bend	Auto CAD Tutor
Meiru, Jia	10/7/2016	Bend	Chinese Tutor
Miller, Vernon E	10/10/2016	Bend	Math Tutor
Moser, Cody Austin	10/17/2016	Bend	Math Tutor
Rahm, Julia Rose	10/17/2016	Bend	French Tutor
Robinson, Austin Taylor	10/7/2016	Bend	Math Tutor
Sedlacek, Andrew	10/17/2016	Bend	Accounting Tutor
Trumpf, Amanda Nicole	10/10/2016	Bend	Bookstore Cashier I
Weaver, Bryce George	10/1/2016	Bend	Student Ambassador WS
Wright, Juliana	10/20/2016	Bend	Math Tutor

**Central Oregon Community College
Board of Directors: Resolution**

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for KARI CHENEY as ABS Workforce Navigator .
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability. IS.8 - Support enrollment and success of underrepresented students.
Workforce Development Objectives	WD.1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
Lifelong Learning Objectives	LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities.

A. Background

This is a new grant funded position. The **ABS Workforce Navigator** position is a professional position that will be filled through June 2017. The position's primary purpose, under the direction of the Director of Secondary Programs, provide assistance to COCC Adult Basic Skills students and the local Work-Source Oregon clients in their transition to postsecondary education and training at COCC.

A. Options/Analysis

- Approve the employment contract for KARI CHENEY as ABS Workforce Navigator.
- Decline approval of the employment contract for KARI CHENEY as ABS Workforce Navigator.

B. Timing

The ABS Workforce Navigator position is appointed through June 2017. For the 2016-17 fiscal year, the initial employment contract period will be from October 1, 2016 to June 30, 2017.

C. Budget Impact

The salary conforms to the current approved Administrative salary schedule and grant funds.

D. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for KARI CHENEY as ABS Workforce Navigator.

E. Miscellaneous

Mrs. Cheney is currently a part-time mathematics instructor for COCC. She has been part-time faculty teaching statistics and developmental math at COCC since 2010 and also 1998-2005. Mrs. Cheney was a SMART lab instructor 2011-2015. She holds a Master's degree in Statistics from Washington State University and a Bachelor's degree in Mathematics from Walla Walla University.

**Central Oregon Community College
Board of Directors: Resolution**

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for DON DOUGHTY as Campus Public Safety (CPS) Supervising Officer.
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.
Lifelong Learning Objectives	LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities.

A. Background

The **CPS Supervising Officer** is a new professional position. The position's primary purpose is to serve as a uniformed supervising (Sergeant) of Patrol Operations. Supervises Campus Public Safety Officers in performance of their duties, directs day-to-day patrol related operations under supervision of the Director, and conducts other tasks to support the mission of the Public Safety Department. The position has command responsibility for the department during emergency operations in the absence of the Director of Public Safety education and training at COCC.

A. Options/Analysis

- Approve the employment contract for DON DOUGHTY as CPS Supervising Officer.
- Decline approval of the employment contract for DON DOUGHTY as CPS Supervising Officer.

B. Timing

The CPS Supervising Officer position is appointed for a 12-month employment contract each fiscal year. For the 2016-17 fiscal year, the initial employment contract period will be from October 17, 2016 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

C. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

D. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for DON DOUGHTY as CPS Supervising Officer.

E. Miscellaneous

Mr. Doughty has been with COCC CPS Department since 2014.

**Central Oregon Community College
Board of Directors: Resolution**

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for JAMIE ROUGEUX as Coordinator, Services for Students with Disabilities.
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	IS.8 - Support enrollment and success of underrepresented students. IS.9 - Expand access throughout the district with long-term strategies for educational services in underserved areas.
Transfer and Articulation Objectives	TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Lifelong Learning Objectives	LL.2 - Increase overall, lifelong learning participation. LL.3 - Increase accessibility, instructional delivery, and registration options in Continuing Education.

A. Background

This is a replacement position. The **Coordinator, Services for Students with Disabilities** position is a professional position. The position's primary purpose is responsible for coordinating all disabled services for students requesting accommodation. The Coordinator will work with students in determining reasonable accommodations for access to the instructional programs, activities, clubs, events, and functions offered through Central Oregon Community College. The Coordinator must research and remain current on new disability issues, case law, and state and federal regulations, and apply that information to COCC. Services required by students vary by disability and the barriers created, and position requires knowledge of physical, sensory, learning, psychiatric, and medical impairments so that a student can participate in all areas of the college curriculum and life. The Coordinator works both independently and with the Vice President for Instruction on decisions impacting student success and college liability.

A. Options/Analysis

- Approve the employment contract for JAMIE ROUGEUX as Coordinator, Services for Students with Disabilities.
- Decline approval of the employment contract for JAMIE ROUGEUX as Coordinator, Services for Students with Disabilities.

B. Timing

The Coordinator, Services for Students with Disabilities position is appointed for a 12-month employment contract each fiscal year. For the 2016-17 fiscal year, the initial employment contract period will be from November 7, 2016 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

C. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

D. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for JAMIE ROUGEUX as Coordinator, Services for Students with Disabilities.

E. Miscellaneous

Ms. Rougeux holds a Master's degree in Education from Johnson State College and a Bachelor's degree in Communications Studies from Bridgewater State University. Prior to COCC she was the Academic Director for College Excel, and ABE Instructor for COIC. Ms. Rougeux is a Certified Behavioral Coach and trained in Nonviolent Crisis Intervention.

Central Oregon Community College
Monthly Budget Status
Highlights of September 2016 Financial Statements

Cash and Investments

The Colleges' operating cash balances currently total \$25 million. The September average yield for the Local Government Investment Pool changed slightly to .94%.

The bond proceeds held in cash totals \$238 thousand as of the end of September.

General Fund Revenues

The College received an additional \$900 thousand in fall tuition and fee revenues in September. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through September 2016 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of September 30, 2016

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 23,708,032		
3624 - Robert Clark Trust			\$ 373,197
3707 - Residence Hall bond funds		\$ 238,126	
September Average Yield .94%			
Cash in USNB	\$ 1,538,221		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 25,250,853</u>	<u>\$ 238,126</u>	<u>\$ 373,197</u>

Central Oregon Community College
Monthly Budget Status
September 2016

Exhibit 6a
09-Nov-16

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 15,052,000	\$ -	\$ (15,052,000)	0.0%	0.0%
Prior Taxes	577,000	181,107	(395,893)	31.4%	38.8%
Tuition and fees	16,603,000	6,332,767	(10,270,233)	38.1%	36.6%
State Aid	9,439,000	2,338,483	(7,100,517)	24.8%	25.3%
Interest & Misc. Income	252,000	5,605	(246,395)	2.2%	60.0%
Transfers-In	2,299,300	2,299,300	-	100.0%	100.0%
Total Revenues	\$ 44,222,300	\$ 11,157,262	\$ (33,065,038)		
Expenses by Function					
Instruction	\$ 20,966,192	\$ 2,546,585	\$ 18,419,607	12.1%	12.2%
Academic Support	3,282,782	725,152	2,557,630	22.1%	21.7%
Student Services	4,753,798	1,003,530	3,750,268	21.1%	19.9%
College Support	5,400,034	1,257,415	4,142,619	23.3%	25.0%
Plant Operations and Maintenance	4,419,967	889,734	3,530,233	20.1%	20.6%
Information Technology	4,379,374	1,247,160	3,132,214	28.5%	31.5%
Financial Aid	87,897	24,662	63,235	28.1%	8.3%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers-Out	2,659,733	2,642,067	17,666	99.3%	99.3%
Total Expenses	\$ 46,749,777	\$ 10,336,305	\$ 36,413,472		
Revenues Over/(Under) Expenses	\$ (2,527,477)	\$ 820,957	\$ 3,348,434		

Central Oregon Community College
Monthly Budget Status
September 2016

Exhibit 6a
9-Nov-16

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<u>Non General Funds</u>					
Debt Service Fund					
Revenues	\$ 5,408,931	\$ 1,616,737	\$ (3,792,194)	29.9%	30.4%
Expenses	5,418,755	368,485	5,050,270	6.8%	6.7%
Revenues Over/(Under) Expenses	\$ (9,824)	\$ 1,248,252	\$ 1,258,076		
Grants and Contracts Fund					
Revenues	\$ 1,799,444	\$ 316,625	\$ (1,482,819)	17.6%	6.0%
Expenses	1,875,816	276,950	1,598,866	14.8%	13.2%
Revenues Over/(Under) Expenses	\$ (76,372)	\$ 39,675	\$ 116,047		
Capital Projects Fund					
Revenues	\$ 1,259,755	\$ 1,251,705	\$ (8,050)	99.4%	99.5%
Expenses	5,861,000	890,994	4,970,006	15.2%	20.5%
Revenues Over/(Under) Expenses	\$ (4,601,245)	\$ 360,711	\$ 4,961,956		
Enterprise Fund					
Revenues	\$ 7,400,217	\$ 2,718,484	\$ (4,681,733)	36.7%	23.2%
Expenses	7,635,132	2,647,337	4,987,795	34.7%	33.3%
Revenues Over/(Under) Expenses	\$ (234,915)	\$ 71,147	\$ 306,062		
Auxiliary Fund					
Revenues	\$ 8,158,368	\$ 3,820,423	\$ (4,337,945)	46.8%	47.9%
Expenses	10,578,270	4,004,808	6,573,462	37.9%	37.4%
Revenues Over/(Under) Expenses	\$ (2,419,902)	\$ (184,385)	\$ 2,235,517		
Reserve Fund					
Revenues	\$ 4,168	\$ -	\$ (4,168)	0.0%	0.0%
Expenses	371,500	318,813	52,687	85.8%	79.9%
Revenues Over/(Under) Expenses	\$ (367,332)	\$ (318,813)	\$ 48,519		
Financial Aid Fund					
Revenues	\$ 19,900,868	\$ 2,030,312	\$ (17,870,556)	10.2%	10.3%
Expenses	19,976,606	835,190	19,141,416	4.2%	5.8%
Revenues Over/(Under) Expenses	\$ (75,738)	\$ 1,195,122	\$ 1,270,860		
Internal Service Fund					
Revenues	\$ 290,404	\$ 44,328	\$ (246,076)	15.3%	7.0%
Expenses	360,208	86,849	273,359	24.1%	33.1%
Revenues Over/(Under) Expenses	\$ (69,804)	\$ (42,521)	\$ 27,283		
Trust and Agency Fund					
Revenues	\$ 2,665	\$ 835	\$ (1,830)	31.3%	26.3%
Expenses	3,000	-	3,000	0.0%	0.0%
Revenues Over/(Under) Expenses	\$ (335)	\$ 835	\$ 1,170		



Board Meeting Date: November 9, 2016

Exhibit No. 6.b

Approval: _____

Motion: _____

**Central Oregon Community College
Board of Directors: Information Item**

Subject	Student Success: Placement, Report to the COCC Board of Directors
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	IS.7 Support enrollment and success of underrepresented students
Workforce Development	<p>WD.2 Deliver CTE curriculum that aligns with current industry standards.</p> <p>WD.3 Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.</p> <p>WD.5 Students in CTE programs will achieve the sought after credential and when applicable, continue on to attain career-specific certifications/licensure and/or advanced education.</p>
Prepared By	Dr. Betsy Julian, Vice President for Instruction

ENSURING STUDENT SUCCESS THROUGH an updated program in Manufacturing Technology

The Manufacturing and Applied Technology Center (MATC), located on the Redmond campus, offers an AAS degree in Manufacturing Technology as well as certificates in Manufacturing Technology, CNC Machining, Welding, Quality Assurance, and Industrial Maintenance. Courses are offered in a self-paced format with labs open from 9 am to 8 pm, Monday through Thursday. This format provides flexibility for students who have complex work, family or school schedules. Video lectures are posted on Blackboard, allowing students to spend their on-campus time in the shop working on technical skills while the instructors are on the floor.

In Summer 2016, the two full time faculty members, Chris Baughman and Dan Holland, performed a major revision and update of the curriculum in 31 of the 58 courses taught each term in the MATC Program. Past instruction for many courses was delivered through an expensive software eLearning program that was loosely aligned with industry standards. This software program was eliminated in favor of a much better eLearning software program. Although many of these curriculum changes are very recent, we can already see improvement in student knowledge, retention, and physical skill sets. The biggest impact in the last year at

the MATC has been the addition of faculty members who spend 30 hours a week on the shop floor, face to face with students. The feedback we are receiving from student evaluations and our industry partners has been very positive. Additionally, we are currently seeking accreditation with the National Institute for Metalworking Skills (NIMS) and the American Welding Society, and began to offer Certification Testing for our students, high school students, and workforce through these agencies starting Fall 2016.

The faculty members in the MATC Program spent significant time last year collaborating with central Oregon high school instructors and visiting local high schools to talk with students. Other events that precipitated from this collaboration include a Perkins grant funded two-day workshop for 10 local high school instructors. as well as our first annual High School Welding Competition.

In an effort to increase enrollment, particularly among women, the faculty of the MATC are participating in a variety of outreach activities. A National Science Foundation sponsored initiative, The Program Improvement Process for Equity in Science, Technology, Engineering, and Math (PIPE-STEM), focuses on how to improve equity within the classroom. Specifically, for the MATC it is focusing on how to help encourage women to enter into a traditionally male-dominated trade. While revising curriculum, we tried to eliminate negative, and improve on the positive, micro messages that this field is gender inclusive. The PIPE-STEM training has made our COCC team aware of the importance of micro messaging and what our current curriculum reflects. As a result, COCC is hosting the Central Oregon Skilled Trades & Apprenticeship fair on November 18 where one of the guest speakers is Jamie McMillan, a welder and ironworker who travels around the country spreading the word on gender equity within the trades.

Our collaboration with local high schools was enhanced when we received a \$30,000 grant from HECC to better align a Career Pathway starting with Redmond High School. We are collaborating with Redmond High School to build this Career Pathway and are excited about the possibilities this will open for all of our students. MATC enrollment increased this fall and is the highest it has been for several years. We look forward to continued growth as our relationships with local industries and high schools continue to strengthen, and our curriculum changes take effect.

You are invited to stop by the MATC lab (in the Redmond Tech Center) before the Board meeting. Come see what the excitement is all about.



**COCC Board of Directors Meeting
November 2016**

Topic	Housing Operations Report
Strategic Plan Connection	IS.4 Strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability. TA.1 Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer. WD.1 Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
Prepared By	Alicia Moore, Dean of Student & Enrollment Services

OCCUPANCY UPDATE

Fall 2016

Move-in weekend: 332
Financial, conduct or other move outs: 5
Occupancy as of 10/31/16: 327

COCC’s residence hall was designed to house 320 students. Recognizing that some students do not show to move in weekend and/or move out shortly thereafter, staff made the decision to create 12 triple rooms throughout the building. Triple rooms were created by using beds and chairs from Juniper Hall and new wardrobes. Recognizing the impact to students, students in triple bedrooms were provided a 20% discount on room fees, while suitemates were given a \$50 COCC Bookstore gift card. Additionally, students in triple rooms were informed that the last person assigned to the room would be required to move should another space become available.

Winter 2017

Despite tripling rooms, 15 fall terms students remained on the wait list. These students are given first priority for winter term, although students must renew their application by November 1 to secure a space. New students will only be accepted if all wait list students are accommodated and/or renew their application. As of October 31, COCC received 6 wait list and 18 new winter term housing applications.

FALL 2016 DEMOGRAPHICS

Fall 2016 demographics closely mirror those of last year:

- 54% of students are male; 45% female; .5%, gender neutral; and .5% declined to state. (Of interesting note is that the gender breakdown of the overall COCC credit student population is 45% male, 56% female; transgender status is not asked at the college wide level.)
- Average age is 19, with 55% of students 18, 30%, 19, and the remaining 20 or older.

- 19% of students are in-district; 58% out-of-district; 14% border state; 7% out-of-state; 2% non-resident veteran.
- 53% are in transfer majors, 36% CTE majors, and 11% exploratory.
- 11% of students are exploratory; 7%, business; 5% each in nursing, psychology, business, structural fire science and art; other majors vary across all options.

OPERATIONS UPDATE

Staffing

The residence hall staffing plan includes a .5 FTE administrative assistant position. Staff chose not to fill this position due to occupancy concerns last year and responsibilities were shared amongst professional, student, and occasional irregular wage staff. However, given current occupancy, the Housing Leadership Team approved hiring this position. The position was posted during the week of October 24. Staff anticipate interviews in mid-November.

Gender Inclusive Policy

Housing staff implemented a gender-neutral policy last year in which applicants could indicate if they were interested in living in a general neutral suite. As part of this process, students must indicate why they are interested in this option and participate in an interview to ensure they are committed to living in an inclusive and respectful environment. The process was modeled after those at other colleges or universities and was developed with assistance from the COCC's Director of Multicultural Activities. Staff indicate that the process worked well and no student conflicts resulted.

Service/Assistance Animal

The use of service and/or assistance animals is becoming a larger aspect to meeting required accommodations provided through college and university disability services offices nationwide. Last year, COCC's residence hall had approximately ten service or assistance animals. It is important to note that assistance animals are only allowed in the residence halls; service animals, which provide support for daily activities, are allowed throughout campus. Of interesting note is that colleges cannot inform other suite occupants if someone has a service or assistance animal as any accommodation related to a disability is considered confidential. Therefore, staff often have to manage the discussions and expectations amongst roommates upon first introduction. All told, staff reported that situations worked well. Many thanks to COCC's Office for Students with Disabilities for helping with the transition.

Housing Application Process

Recognizing that many students were surprised at the full housing, meal, tuition and fee costs last year, staff redesigned the new student intake process. In addition to completing an application, completing a financial planning worksheet, and passing a criminal background check, students also must submit two \$500 deposits and a \$200 security deposit. Anecdotal feedback indicates that completing the financial planning worksheet and making an upfront financial commitment has helped students better understand the full cost of attending college, reduced the number of no shows, and reduced the number of students who moved out due to financial challenges. An overview of this process will be provided as part of the President's Report.

FUTURE DIRECTIONS

As student housing moves into its second year of operations, future considerations include:

- Student success initiative: Oregon Promise student support services funding allowed COCC to pilot an FYE program for Oregon Promise students. Recognizing that many OP students also live

in the residence hall, COCC also piloted the program with residence hall students. Over time, COCC will assess whether student participation these activities increased short- and long-term academic success (e.g., GPA, term-to-term retention, fall-to-fall retention).

- Potential repurposing of some lounge spaces: Given the suite design which provide a small “living room” for students, last years’ students did use lounge spaces with great frequency. Moreover, many provided feedback that they would like to have lounge spaces converted to activity spaces, including a pool table, shuffle board, and yoga/stretch area. Given full occupancy, however, staff note that students are using lounge spaces with greater frequency this year. Therefore, staff will continue to work with students to determine best use of these spaces.
- Bike storage: A need exists for additional bike storage, for approximately 40 – 60 additional spaces. Staff are reviewing options and will have recommendations for the Housing Leadership Team in the near future.
- 2017 – 18 room and board rates: Historically, staff bring the upcoming year room and board rates in April. However, some institutions determine rates much earlier in order to allow students to commit to a second year earlier in the process. Therefore, staff plan to bring room rates, and possibly board rates, to the COCC Board of Directors as early as January.



**Central Oregon Community College
 Board of Directors: Information Item**

Subject	Oregon Promise
Strategic Plan Theme(s) and Objectives	Institutional Sustainability Objective 7: Support enrollment and success of underrepresented students.
	Transfer and Articulation Objective 1: Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
	Workforce Development Objective 1: Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
Prepared By	Chris Egertson, Institutional Effectiveness Alicia Moore, Dean of Student and Enrollment Services Chris Mills, Banner Student Module Manager/Analyst Kevin Multop, Director of Student Financial Aid

BACKGROUND

Senate Bill 81, “The Oregon Promise” (OP), was passed by the Legislature and signed by Governor Kate Brown in July 2015. It provides \$10 million in grants for students who graduate from an Oregon high school or complete a GED within six months of attending a community college. Eligible full-time students receive a minimum of \$1,000 distributed over three quarters; the amount is prorated for three-quarter time (nine to 11 credits) and half-time (six to eight credits). To be eligible, students must:

- Have been an Oregon resident for at least 12 months prior to enrolling in a community college;
- Have received an Oregon high school diploma with a 2.5 cumulative GPA or GED certificate having passed all four tests and received a minimum score of 150;
- Enroll as a certificate- or degree-seeking student at an Oregon community college within six months of graduating or completing the GED; and
- Apply for the grant by March 1 and complete the FAFSA by March 31.

While the legislature indicated criteria by which students would be eligible for the grant in future years, it has not yet appropriated dollars beyond the 2016-17 academic year.

COCC STRATEGY

In support of Oregon Promise students, the legislature also passed two one-time grants to support community college student success initiatives. More complete details of each grant is available in a separate Board report, but highlights include:

SB5507 - Advising Support: \$115,384: This grant allows COCC to add 1.0 FTE across three positions to provide a more intrusive approach in supporting students with academic success and advising needs.

This model is being piloted with both Oregon Promise and residence hall students (approximately XXX students (approximately 700 students).

SB4076 - Oregon Promise - First Year Experience Student Support: \$82,990: This grant provides the resources needed to pilot a first-year experience (FYE) program for Oregon Promise students, including mandatory advising, orientation, and college success course. Additionally, it provides professional development support for college success course instructors and new student orientation facilitators.

OREGON PROMISE: BY THE NUMBERS

College staff are developing various data reports to better understand Oregon Promise students. Data not listed in this report, but in development, includes total OP dollar disbursed per quarter, average OP award, gender, ethnicity, GPA, first term retention, and fall-to-fall retention. This data will help the College better understand its OP population and general effectiveness of OP supports. Staff will work also with the National Student Clearinghouse to determine where students attended for those who listed COCC on their FAFSA but did not apply and those who applied to COCC but did not attend. This information will help inform recruitment and communication efforts. In the meantime, participation rates, demographics, and in-district high school information is below.

Participation Rates	
Students who listed COCC on their FAFSA (can list up to ten institutions) and met OP eligibility requirements	~1,100
Completed a COCC admissions application	679
Registered in one or more classes	541
Attended Bobcat Orientation	398
Registered in HD 100CS: College Success Course – fall 2016 ^{1,2}	337

- 1 Note that several students took a qualifying course while in high school so were not required to do so again
- 2 COCC offered eight HD100CS classes in fall 2015 and 22 courses in fall 2016.

Demographics	
Need levels ¹	<ul style="list-style-type: none"> • Pell eligible²: 44% • Have need, but not Pell eligible: 28% • No need: 28%
Residency	70% in-district
Enrollment Status	<ul style="list-style-type: none"> • Full-time: 81% • ¾-time: 11% • ½-time: 7%
Living on-campus	115

- 1 Determined based on “expected family contribution (EFC)” as indicated by FAFSA/ORSA data
- 2 Note that 56% of COCC’s overall population was Pell eligible in fall 2015

In-District High School ¹	Fall 2016		
	OP Students	Non-Op Students	Total
Bend	63	44	107
Crook County	29	23	52
Culver	3	7	10
Gilchrist	6	1	7
La Pine	11	8	19
Madras	28	15	43
Marshall	1	6	7
Mountain View	61	27	88
North Lake	0	2	2
Redmond	34	40	74
RPA	28	0	28
Ridgeview	56	25	81
Sisters	18	4	22
Summit	37	27	64

1 A fall 2015 to fall 2016 comparison is not available as students are coded differently between the two years and between Central Oregon high schools. These discrepancies are primarily due to the Expanded Options program.



Central Oregon Community College Board of Directors: Information Item

Subject	2016-17 HECC Grants
Prepared By	Seana Barry, Director – CAP Center Michael Fisher, Instructional Dean Betsy Julian, Vice President for Instruction Alicia Moore, Dean of Student & Enrollment Services Jenni Newby, Instructional Dean Brynn Pierce, Director of Institutional Effectiveness Karen Roth, Director of Multicultural Activities

Towards the end of spring 2016, the Higher Education Coordinating Commission (HECC) initiated several grants and/or intergovernmental agreements on a variety of topics. This information item provides a summary of each of these grants. Each of the grants are one-time dollars dedicated towards a specific purpose and all expire on June 30, 2017. Additional information on each of the grants is list below.

Data Quality: \$35,500 Brynn Pierce - lead

Strategic Plan Connection: Institutional Sustainability 1 - Expand and refine data, research and assessment systems and infrastructure to support student success.

The legislature dedicated \$1.1 million of the community college strategic fund to improve data quality for Oregon community colleges. Prior to applying for these dollars, COCC staff attended a statewide “data summit”, which allowed institutions to better identify state- and institutional-level data needs. Based on this, the COCC team proposed, and received funding, for the following activities:

- Data Stewardship Training (\$16,500): Funding to support Data Stewardship Advisory Committee’s (DSAC) efforts to develop and pilot a method of educating and training employees college-wide about data management and stewardship. This allows COCC to being to establish a solid foundation to work from in providing high quality, easily accessible data in a consistent manner. (Chris Egertson – lead)
- English Learner Reporting Requirements (\$3,000): Funding to support required changes to COCC’s application and state D4A reporting process to address the Federal mandate of collecting English Language Learners information. (Courtney Whetsine and Ed Sea – leads)
- Clean Address Software (\$16,000): Funding to purchase and support an address verification software that allows the college to validate and standardize addresses, emails, phone numbers and names in real-time. This would save the College time and money and result in cleaner data for both internal and external needs. (Chris Mills and JJ Shew – lead)

HB3063: Student Success Grant: \$160,600 (Karen Roth – lead)

Strategic Plan Connection: Institutional Sustainability 7 - Support enrollment and success of underrepresented students. Institutional Sustainability 8 - Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.

Modeled after Portland Community College’s “Future Connect” program, the purpose of the HECC student success grants is to encourage underserved, low-income, first-generation populations to complete high school, enroll in a community college, and successfully pursue a certificate or degree. Emphasis on grant awards were for those programs that provide support services including counseling, advising, financial and other assistance. As such, COCC activities are designed to provide the support, encouragement, and skill development that enable students to graduate from high school and post-secondary education. Specific activities include:

- Increasing the current Latino High School College Preparation Program (¡AVANZA!) Coordinator from .75 to 1.0 FTE. Doing so will allow this position to expand the “¡AVANZA!” to three additional high schools, serving approximately 75 – 100 additional students. This program offers two college preparation courses that engage students in activities that inspire and prepare them to attend college. Students earn a college credit for each course and gain skills in writing, goal setting, leadership, career exploration, cultural understanding, applying for scholarships, public speaking and communication, among other areas.
- Creating a Native American High School College Preparation Program by increasing the existing Native American Program Coordinator from .75 FTE to 1.0 FTE. This program parallels the ¡Avanza! program.
- Providing continuation funding for COCC’s existing summer academic enrichment symposiums for Latino (Ganas) and Native American (STRIVE) high school students. The summer symposiums are free to students and allow high schoolers to live on campus for three to four days, meet with College faculty and staff along with student mentors, learn valuable skills in library research, explore career options in science and technology, engage in cultural exploration, and become familiar with the process of applying to college and securing financial aid. Family involvement is also an important part of this program.
- Offering 10 full-time equivalent scholarships. Priority for the scholarships will be given to students who participated in COCC’s college preparation programs: ¡AVANZA!, Ganas, and STRIVE.

SB5701: Support for Unproved Developmental Education Models - \$30,000 (Jenni Newby – lead)

COCC Strategic Plan Connection: Institutional Sustainability 2 - Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. Workforce Development 1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs; Workforce Development 3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.

SB5701 provided funds for transitional services and supports between secondary and post-secondary education. A portion of this appropriation is to be used to expand the use of co-requisite course in

English and writing. Colleges were surveyed about their readiness to expand offerings in co-requisite English and/or writing. Of the 17 community colleges, six expressed readiness to expand offerings and three expressed readiness to plan for co-requisite models to be implemented in 2017-18. COCC was allocated \$30,000 to explore co-requisite developmental writing models. Over the course of this year, COCC will research various co-requisite models, visit colleges that have already implemented co-requisite models, determine the model we will pilot, revise curriculum, and conduct faculty trainings.

SB 5701: Development and Alignment of Career Pathways: \$30,000.00 (Michael Fisher - lead)

Note that this grant was awarded in July 2015, but the majority of work is being done during this academic year.

COCC Strategic Plan Connection: Institutional Sustainability 2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. and Workforce Development 1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs; Workforce Development 3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.

The goal of this grant is to allow secondary and postsecondary entities to further partnerships supporting student transition and academic success. COCC is using grant dollars to expand the existing MATC career pathways program to include more opportunities for dual enrollment credits to be earned by high school students through either the College Now (classes taught by high school teachers) or the Expanded Option (students take the course at COCC in cases where a master's degree-holding instructor is not available to teach the course at the local high school).

COCC's plan also will revisit our overall MATC Career Pathways Plan to evaluate and ensure that it is the most efficient and expedient plan for training and meeting advanced manufacturing employment sector needs. This will involve meeting with employers and the ECWIB to design the best program. Finally, COCC is reviews review whether shorter term certificate options are possible that might more easily be completed by students while still in high school.

2015 - 17 Career Pathways Project: \$88,606.00 (Jenni Newby and Debbie Hagan- leads)

COCC Strategic Plan Connection: Workforce Development 1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs. Workforce Development 3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study. Workforce Development 5 - Students in CTE programs will achieve the sought after credential and when applicable, continue on to attain career-specific certifications/licensure and/or advanced education. Basic Skills 4 - Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.

- Goal 1: Increase Enrollment : Hire COCC Navigator to work with ABS students and WorkSource clients moving into COCC programs and track their progress toward completion. The Navigator will track former Adult Basic Skills (ABS) students and WorkSource clients through their COCC

programs and will meet with students quarterly to provide assistance in connecting them with support services to overcome barriers to meet their academic goals.

- Goal 2: Sector Partnership and Certificate/Credential Alignment: COCC staff will participate in local sector partnership work convened by the East Cascades Workforce Investment Board.
- Goal 3 – Peer Learning: COCC Instructional Dean and Director of Secondary Programs will participate in the Oregon Pathways Alliance quarterly meeting to share promising practices statewide about Career Pathways and identify opportunities to scale successful strategies.
- Goal 4 – Online Navigation Resources: COCC staff will review and update Program Of Study Templates (POSTs) annually with high school that have Programs of Study aligned to COCC CTE programs. They will also update Career Pathways Roadmaps as needed to reflect revisions in COCC programs.
- Goal 5 – Outreach and Recruitment: COCC will hire a Navigator to work with ABS students transitioning to COCC programs and with One-Stop/WorkSource clients to enroll in COCC workforce training programs. The Navigator will visit GED and ELL classes and will also meet personally with WorkSource clients.

SB4076 – Oregon Promise Student Success Support: \$82,990 (Betsy Julian and Alicia Moore – leads)

COCC Strategic Plan Connection: Transfer and Articulation 1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer; and Workforce Development 1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.

Senate Bill 81, “The Oregon Promise” (OP), was passed by the Legislature and signed by Governor Kate Brown in July 2015. Eligible full-time students receive a minimum of \$1,000 distributed over three quarters; the amount is prorated for three-quarter time (nine to 11 credits) and half-time (six to eight credits). Additional details are provided in a separate information in the Board packet.

Recognizing that tuition assistance alone is not enough to help students be successful, the legislature passed SB4076, which included funds to create support services for OP students. COCC used OP student support services to pilot a First-Year Experience (FYE) program. As part of this program, all OP students who wish to be eligible for a 2017-185 OP renewal grant must participate in academic advising, attend Bobcat Orientation (new student orientation), and register for an HD 100CS: College Success or comparable course. OP support dollars also require providing professional development for faculty and staff engaged with OP student support services. To this end, COCC used OP grant dollars for:

- Allowing faculty and staff to attend a “Growth Mindset” training. In brief, growth mindset is the philosophy which describes the beliefs people have about their intelligence and ability to learn. Essentially, those students who are taught—and believe—that they can be smarter tend to persist and reach higher achievement levels. Information from this training was used to

strengthen existing orientation and student success course content and train peers facilitators and/or instructors.

- Providing a half-day training for those instructors new to teaching the HD100CS: College Success course.
- Hosting an “On Course” trainer on campus for all faculty and staff interested in learning teaching and facilitation strategies, including part-time faculty. On Course is the current platform for COCC’s HD100CS: College Success class and serves as the foundation for many college success classes nationally.

SB5507 – Advising: \$115,384.62 (Alicia Moore and Seana Barry – leads)

COCC Strategic Plan Connection: Transfer and Articulation 1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer; and Workforce Development 1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.

The purpose of this IGA is to provide community colleges for the financial support needed to increase academic advising, under the assumption that Oregon Promise will increase the influx of new students and therefore, create a demand for additional advising support. Advising is defined as helping students interpret test score, select courses, choose a certificate or degree program, prepare for transfer, assist with academic challenges, and related concerns.

COCC currently employs an advising model in which undecided students are assigned to professional or faculty advisors and students with a declared major are assigned to faculty specializing in that field. COCC is using the SB5507 grant to increase professional advisor staffing as follows:

- Increase a current .75 FTE CAP Center advisor to 1.0 FTE and hire a 1.0, one-year temporary CAP Center advisor: Provide traditional academic advising support and assigned a separate caseload of Oregon Promise and residence hall students. Staff will employ a student success coaching/outreach model, working with these students on non-academic needs (e.g., support services, campus resources, success strategies.)
- Increase the current .75 Placement Test Coordinator to 1.0 FTE: Will support CTE faculty advisors by providing their OP and residence hall students with a student success coach/outreach model, working with students on non-academic advising needs (e.g., support services, academic interventions).



Central Oregon Community College Board of Directors: Information Item

Subject	Summer Conference Summary
Strategic Plan Theme(s) and Objectives	Institutional Sustainability 9: Maintain student affordability while ensuring efficient and cost effective operations.
Prepared By	<ul style="list-style-type: none">• Alicia Moore, Dean of Student and Enrollment Services• Stephanie Bilbrey, Housing Marketing and Summer Conferences Coordinator

Background

Student housing organizations actively engage in hosting a variety of summer conference groups as a means of generating long-term recruitment opportunities and increasing revenue in support of housing operations. Given the age of Juniper Hall and small size, COCC struggled to attract groups and while it is still early, the new housing facility is showing promise in becoming a strong summer conference operation. During the past five years, summer gross revenue has ranged from \$4,475 to \$27,207, with an average of \$14,000.

Permitted Groups

It is important to note that under the terms of our bond agreement, summer groups must have an educational component to their reason for staying on campus (e.g., sports clinic, workshops, and trainings) and/or be a government agency. Additionally, only a limited number of non-educational or non-governmental groups (e.g., athletic competitions) can stay in housing during the summer so long as (1) total revenues from these groups does not represent a significant portion of total annual revenue for the building and (2) the length of stay is less than 50 days.

Potential Revenue

College staff estimates that there are 14,965 bed nights available during summer. This number accounts for turnover time needed between groups, need to rotate rooms offline for maintenance, that not all groups can be combined into all communities, and ability to blend of single and double occupancy. Additionally, it assumes one community will be reserved for summer housing students. Given these assumptions, staff estimate potential maximum summer conference gross revenue to be \$401,000, with net revenue estimated at \$290,000 at its maximum capacity. This figure represents housing revenue only and does not include campus facility rental, food service, potential FTE, or other income.

Summer 2016

During summer 2016, COCC's residence hall hosted seven conference groups, ranging in size from 30 to 350 for a total of 2,318 bed nights. Additionally, five student interns from other institutions lived in the residence hall, resulting in an additional 358 bed nights. Gross revenue summary:

	Housing	Sodexo	Facility Rental	Group Total
Oregon Youth Conservation Corp	\$ 4,440	\$ 3,294	\$ 1,400	\$ 9,134
Ganas	3,210	Unknown	Unknown	3,210
Oregon Community College Association "Reach Higher Summit"	5,891	21,761	2,550	30,202
Lacrosse Team – Tournament Officials	7,408	n/a	n/a	7,408
Cascade Cycling Classic	6,023	n/a	n/a	6,023
Oregon State University – Football	36,198	30,130	14,400	80,728
Reckless Youth Camps	9,400	n/a	\$120	9,520
Community Interns	9,417	n/a	n/a	9,417
TOTAL	\$ 81,987	\$ 55,185	\$ 18,470	\$ 155,642

Marketing and Branding

In order to ensure a manageable volume for the first year of operation and to focus on occupancy during the academic year, College staff employed a reasonable, but modest, summer conferences campaign the first year. Feedback from contracted groups and inquiries indicates that we have a unique niche in that our offerings are too costly for some (e.g., some youth groups) and not "full-service" enough for others (e.g., some professional groups). This is neither a pro or con, but instead, better informs our potential target markets.

A sample of summer 2016 marketing work includes:

- Extensive web design with Scott Donnell
 - Promotional print brochure
(https://www.cocc.edu/uploadedfiles/departments_/residence_life/summer_groups/co-cc-summer-housing-brochure.pdf) - mailed to targeted list of 2,000+ event planners, groups in Pacific Northwest
- Digital advertising with two different regional chapters of Society of Government Meeting Professionals members
- Print advertising with "Unique Venues" magazine for event planners and event venues
- Digital directory listings on various event venue aggregators and event planner websites

Summer 2017 marketing work will include increased digital/social advertising, exhibiting/tabling at conference planner meetings, and some print pieces through local chambers and EDCO as well as targeted marketing to high school and college-based camps.

Customer Feedback

Conference coordinators are asked to complete a satisfaction survey after conclusion of the conference, responding to questions on a one (low) to four (high) scale, with the last two questions open-ended feedback. Summary of feedback:

1. Overall, how satisfied are you with your experience at COCC: 3.89
2. Rate your level of satisfactions with the following residence hall features:
 - a. Contract and Reservations:

- b. Room Rates: 3.67
 - c. Condition of Rooms: 3.78
 - d. Cleanliness of Facilities: 3.67
 - e. Staff: 4.00
 - f. Check-In/Out Process : 3.22
3. If you used campus meeting space, please rate your level of satisfaction with the following:
 - a. Rental Rates: 3.33
 - b. Cleanliness: 3.57
 - c. Accessibility: 3.29
 - d. Location: 3.29
 4. If you used campus food service, please rate your level of satisfaction with the following:
 - a. Meal/Catering Rates: 3.83
 - b. Staff: 3.5
 - c. Sanitation and Cleanliness: 3.83
 - d. Quality: 3.67
 5. How likely are you to recommend the facilities at COCC: 4.00
 6. How did you hear about us: Personal reference (various individuals identified), have rented from COCC previously, research
 7. What did you enjoy most about your experience at COCC? Sample responses:
 - Easy to work with. Amazing facility.
 - The friendliness of the staff at both the residence hall and the dining center
 - Outstanding staff, great facilities, beautiful campus. We are very happy with our experience and hope to do it again next year!
 - Quality time and quality facilities and people all around.
 - Having one person this year as the main contact and only having to do one contract made a huge difference.
 - Cleanliness, views, close proximity to everything, affordability
 - The staff was great to work with, and the facility was gorgeous! We hope to use it again next year!

Future Considerations

Growth

As the College continues to grow summer conferences, considerations include:

- Examining facility scheduling practices to allow for groups who wish to schedule two or more years in advance – and at the same time, prioritizing summer term academic needs.
- Initiating more COCC-generated business, camps and events, including youth events through Community Learning and/or options with adult-focused campus focused on specific professions.
- Review staffing patterns/needs, including conference support and coordination.
- Review need for a unified, single contract for all on-campus conference bookings.

Community Intern Housing

Summer conferences processes and staffing are not designed to parallel a hotel experience – that is, the front desk is not staffed 24/7, groups need to check in as a collective whole as opposed multiple individuals at varying times of the day and night, etc. Therefore, providing housing for summer interns is a labor-intensive process. However, having a consistent student presence complements summer

student housing. Therefore, additional discussion is needed to determine if this is a worthwhile future endeavor.

Software

Given unknown volume this first summer, staff managed all summer conference aspects via Excel; this includes tracking of inquiries, contracts, and deposits; room, key and fob assignments; food service and facility needs, and related activities. As such, the process was time intensive and highly manual. COCC uses Symplicity's "Residence" module for academic year housing operations and staff will explore whether its summer conference module will meet summer term needs.

Operations

Managing a larger summer conference operation means impacts to other areas on campus, primarily food services and facilities (maintenance and custodial). While summer 2016 uncovered some complications, staff from all departments quickly worked to resolve issues and address challenges for future summers. Examples of challenges include custodial needs for large groups at times outside of regular hours, building and/or room unlocking, alcohol policy for adult groups, accessibility of residence hall rooms for summer maintenance and custodial needs, and limited front desk staffing.

**Central Oregon Community College
Board of Directors
Resolution**

Prepared by: Matt McCoy, Vice President for Administration

Subject	Master Plan Consulting Contract Approval
Strategic Plan Themes	Strategic Plan Objectives
Institutional Sustainability	<p>IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region</p> <p>IS.6 Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.</p> <p>IS.8 Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.</p> <p>IS.9 - Maintain student affordability while ensuring efficient and cost effective operations</p>
Transfer and Articulation	<p>TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer</p>
Workforce Development	<p>WD.1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs</p>
Lifelong Learning	<p>LL.3 Expand options for accessibility and instructional delivery in Continuing Education.</p>

A. Background

COCC has a history of facilities and campus planning dating back to the 1970s. Facilities plans were prepared on average every ten years. The most recent facilities master plan originated in 2002, with an update in 2007.

Facilities master plans seek to address the current and future direction of the College. The process considers potential growth in the context of existing facilities and campus infrastructure.

As stated in the Request for Proposals for master plan consultant services:

[COCC} seeks a qualified applicant to conduct a comprehensive master planning process for the College, producing a ten-year master plan to guide College growth while taking into consideration appropriate College design considerations, sustainability, siting and development of new facilities and renovation of existing facilities. The plan will build on the 2002-2012 Master Plan. The planning process will involve a Master Plan Steering Committee, the COCC Board of Directors, faculty, staff and students, as well as community members. Outcomes of the process should include designating development areas, circulation routes, parking areas, gateways, and identifiable campus perimeter presence for existing and anticipated College campuses.

The RFP process resulted in four proposals submitted. A selection committee made up of faculty, classified staff and administrators reviewed the proposals and unanimously selected Opsis Architecture as the successful proposer. The agreed upon scope of work is as follows:

Phase One – Data Collection and Visioning

- Conduct two (2) workshops on campus.
- Assess existing campus facilities and infrastructure.
- Create existing conditions summary report.
- Conduct Visioning Session involving all COCC Campuses and academic programs.
- Review and summarize enrollment and space utilization data.
- Present Vision to Board of Education.

Phase Two – Concept Design

- Conduct six (6) workshops on campus.
- Conduct 2-4 focus group workshops to review Campus and Program Priorities.
- Develop 2-3 master plan concept options that are reviewed and refined into a single concept.
- Conduct 2-4 focus group workshops to review master plan concept options.
- Produce a final report summarizing activities and outcomes.
 - Present report to Board of Directors.

A Project Schedule and Workshop Outline are attached.

The not-to-exceed fee is \$120,000 for consulting services, with a \$5,000 reimbursable allowance.

B. Options/Analysis

Approve awarding the master plan consulting contract to Opsis Architects at a fee not-to-exceed \$120,000 for consulting services, with a \$5,000 reimbursable allowance.

Decline to approve awarding the master plan consulting contract to Opsis Architects.

C. Timing

Approving the award of the consulting contract will initiate the master planning process College and enable the College to develop a master plan by fall 2017.

D. Budget Impact

Funds for master planning activities have been budgeted and are available.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors approve awarding the master plan consulting contract to Opsis Architects at a fee not-to-exceed fee \$120,000 for consulting services, with a \$5,000 reimbursable allowance.

COCC MASTER PLAN
WORKSHOP OUTLINE

10.31.16

7.a
 Attachment 1

WORKSHOP 1 1 1/2 Days ACADEMIC VISION

Project Kick-Off	1 hrs	Entire Team
Building Assessment Mtg		
Review previous studies prior to mtg		Opsis
Mtg and Walk campus buildings	4 hrs	Opsis & Paulien
Campus & Program Visioning Mtg		
Review enrollment data prior to mtg		Opsis, Paulien
Steering Committee	4 hrs	Opsis, Paulien
Create Draft Vision		
Review Project Approach / Workplan		

WORKSHOP 2 1 1/2 Days FINALIZE VISION

Campus Infrastructure		
Review current info prior to mtg		Opsis, Civil, Traffic, Elect/Technology
Mtg and Walk campus	4 hrs	Opsis, Civil, Traffic, Elect/Technology
Campus & Program Visioning - Finalize		
Review Paulien White Paper	2 - 4 hrs	Opsis, Paulien (via video conf)
Steering Committee		
Complete Draft Vision		
Finalize Project Approach / Workplan		

WORKSHOP 3 1 1/2 Days FINALIZE PRIORITIES

Campus & Program Priorities Mtg		
Focus Groups - 2 - 4 groups @ 2hrs each	4 - 8 hrs	Opsis
Steering Meeting	1 hrs	Opsis
Board Presentation		Opsis

WORKSHOP 4 1 Day REVIEW CONCEPT OPTIONS

Steering Meeting		
Finalize Program	2 - 4hrs	Opsis
Review Concept Options		

WORKSHOP 5 1 Day REFINE CONCEPT OPTIONS

Focus Groups - Select Concept Option		
2 - 4 groups @ 1hr each	2 - 4 hrs	Opsis
Steering Meeting		
Review Concept Options	2 hrs	Opsis
Board Presentation		Opsis

WORKSHOP 6 Go to Meeting REVIEW FINAL OPTION

Steering Meeting		
Review Selected Concept	2 hrs	Opsis
Review Report Outline		

WORKSHOP 7 1/2 Day DRAFT REPORT REVIEW

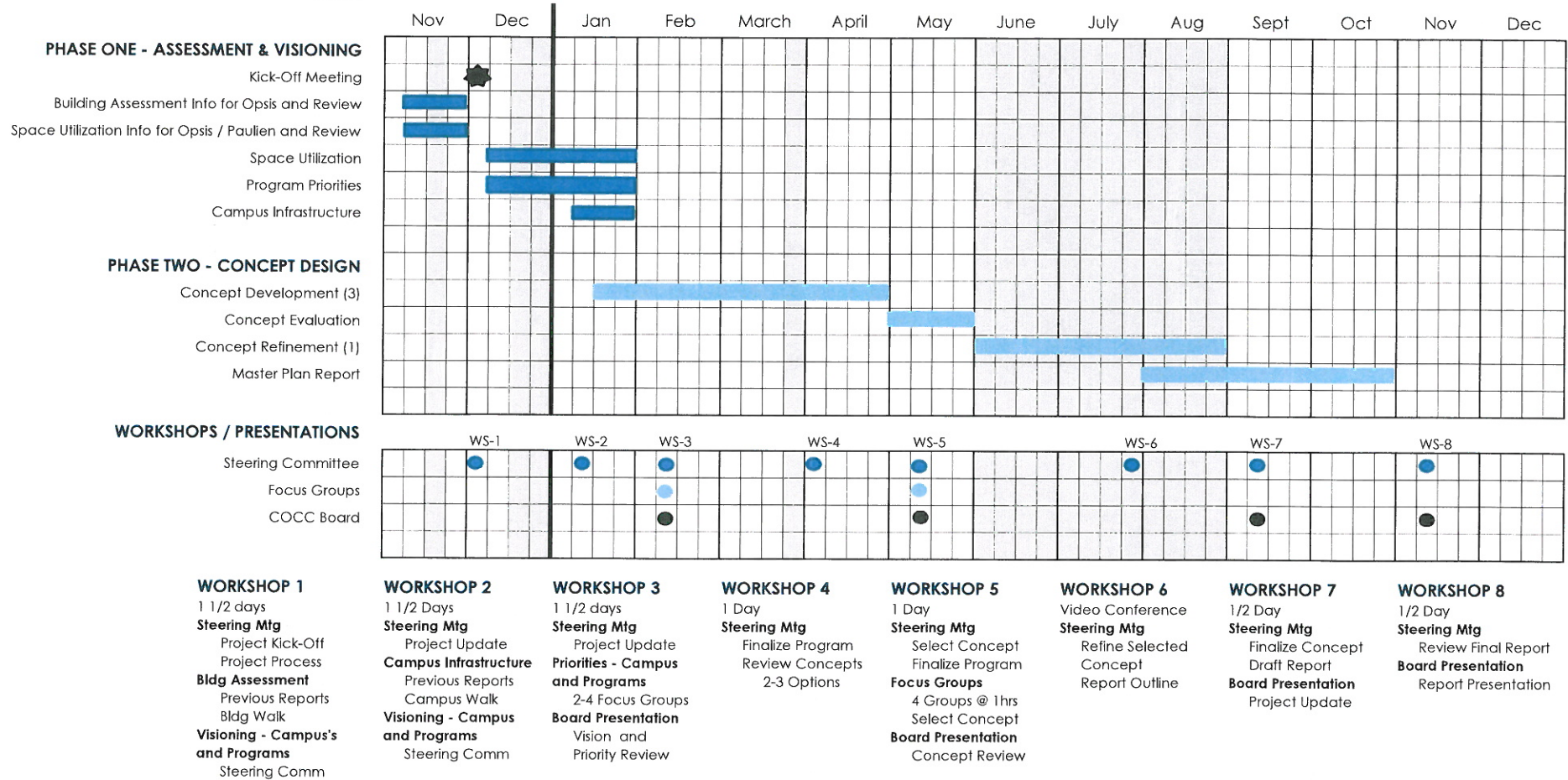
Steering Meeting		
Review Final Concept	2 hrs	Opsis
Review Draft Report		
Board Presentation		Opsis

WORKSHOP 8 1/2 Day FINAL REPORT

Steering Meeting		
Review Final Report	2 hrs	Opsis
Board Presentation		Opsis

COCC MASTER PLAN PROJECT SCHEDULE

10.20.16





Central Oregon Community College Board of Directors: Resolution

Subject	Nondiscrimination Policy
Strategic Plan Connection: Vision	To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.
Strategic Plan Connection: Values	Diversity: COCC furthers its commitment to diversity through an ongoing atmosphere of mutual support and respect and fostering an awareness, acceptance and encouragement of different cultures, values and viewpoints.
Prepared By	<ul style="list-style-type: none">• Karen Roth, Director of Multicultural Activities• Mindy Williams, Humanities Faculty and former Diversity Committee Chair

A. Proposal

In Spring 2014, the Diversity Committee offered COCC students the chance to evaluate the sense of inclusiveness and respect experienced across the College. The Diversity Committee was particularly concerned with comments from students who experienced bias based on gender/gender expression and/or immigrant status. As a result, the Diversity Committee proposed including “gender identity” and “citizenship status” as protected groups under COCC’s nondiscrimination policy. The College Affairs Committee approved these changes in spring 2016.

As a follow up to College Affairs’ approval, COCC staff recommend that the COCC Board also adopt parallel language for the Board of Director’s policy BEP 1-2: Board Expectations of the President in regards to “Staff Treatment.” By adding gender identity and citizenship status to the Board’s policy, COCC will reaffirm its commitment to creating a respectful learning environment that will promote greater student and employee success.

B. Background

COCC’s newly adopted nondiscrimination statement reads: The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central

Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment.

Other Oregon community colleges which include reference to gender or gender identity include Blue Mountain, Chemeketa, Lane, Linn-Benton, Mt. Hood, Southwestern, Tillamook Bay, and Umpqua. Oregon community colleges which include reference to citizenship status are Chemeketa and Umpqua, noting that all include national origin.

The policy proposal was also reviewed and approved by legal counsel.

C. Timing

It is recommended that the Board adopt the policy at this time.

D. Budget Impact

No budget impact is anticipated.

E. Recommendation

Be it resolved that the COCC Board of Directors approves adding “gender identity” and “citizenship status” to the College’s nondiscrimination statement as well as to Board Policy BEP 1-2.

**Central Oregon Community College
Board of Directors
Resolution**

Prepared by: Matt McCoy, Vice President for Administration

Subject	Determining the Use of Cascades Hall
Strategic Plan Themes	Strategic Plan Objectives
Institutional Sustainability	<p>IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region</p> <p>IS.4 - Explore and strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability</p> <p>IS.6 Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.</p> <p>IS.9 - Maintain student affordability while ensuring efficient and cost effective operations</p>
Transfer and Articulation	<p>TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer</p>
Workforce Development	<p>WD.1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs</p>

A. Background

COCC entered into a 30 year lease agreement with the Oregon University System (OUS) in 2001 to construct Cascades Hall. Following a lengthy process conducted by the OUS, Oregon State University was selected to open a branch campus and occupy Cascades Hall. In 2015 OSU-C, OSU, OUS, State agencies and COCC entered into a termination agreement that enabled OSU-C to terminate their lease of Cascades Hall, paid off the remaining debt on Cascades Hall, and identified COCC funds for remodeling Cascades Hall for COCC's use.

In September 2016, OSU-C vacated Cascades Hall. As part of the above termination agreement, by spring 2018 COCC must invest approximately \$1.5M to remodel Cascades Hall for COCC's use. (These funds have been set aside from the lease proceeds of Cascades Hall.) The scope of the remodeling project can include design, furniture, fixtures, equipment, landscaping and roadwork.

It is worth noting that although the Facilities Master Plan process is about to start, that planning process will consider higher-level aspects of COCC campuses future. The Facilities Master Plan will not provide a granular level guide of what programs are in what buildings and who occupy what offices. Those decisions are best made more regularly as enrollment fluctuates, demand

shifts, and current circumstances require allocation and reallocation of facilities. Consequently, identifying Cascades Hall's use now is appropriate.

To determine a recommended use COCC facilities, including Cascades Hall, in the spring of 2016 the COCC Facilities Advisory Committee (FAC) was established, formalizing what had previously been informal discussions on facilities use. The FAC began soliciting suggested uses of Cascades Hall in June 2016, asking members of the President's Advisory Team to work with their areas of responsibility to develop and submit proposals to FAC by September 30, 2016. FAC then met to consider the proposals and develop recommendations. Five proposals were submitted, with significant overlap among the proposals. The areas of interest include instruction, student services, technology, community learning and external partners.

The FAC reviewed, analyzed, and discussed at length each proposal prior to developing a recommended use. Attached is a summary document prepared by Chris Egertson, Institutional Effectiveness Research Analyst, and Chair of the FAC. The summary provides two recommendations, Options A and Option B. The floor plan of Cascades Hall is also included as background material. This motion is requesting the Board to approve an option for use of Cascades Hall.

Once an option is decided, an architect will be hired to work with the programs identified for Cascades Hall and a project manager identified to manage the project. It is anticipated that the contract for remodel work will require Board approval, as will the purchase of furniture, fixtures and equipment.

B. Options/Analysis

Approve option A, B or other use of Cascades Hall.

Decline to approve a use for Cascades Hall.

C. Timing

Approving a use for Cascades Hall at this time will enable COCC to meet its obligation to invest funds in Cascades Hall in a timely manner, allowing design, remodel work and move in to be completed, and for occupancy for summer 2017.

D. Budget Impact

Funds for the necessary activities and purchases associated with COCC for programs occupying Cascades Hall are budgeted in a non-general fund previously set aside for this purpose.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors approve option ____ (A, B other) for the use of Cascades Hall.

Facilities Advisory Committee
Cascades Hall Recommendation to the COCC President and Board of Directors
10.31.2016

Cascades Hall Facts: Cascades Hall is approximately 38,000 square feet. It currently contains the following spaces:

	Offices*	General Purpose Classroom	Meet rooms	computer lab	wet lab	broadcast room	Waiting or Lounge Areas
Total for Cascades Hall	40	9	2	3	1	2	2
*Current capacity: 32 individual offices; 1 reception area (2 office spaces); 2 suites (6 -8 office spaces)							

The Facilities Advisory Committee (FAC) worked in an advisory role to recommend possible uses of the Cascades Hall to the President and Board. The FAC began the process last spring by asking PAT members to work with their teams to submit proposals for any part or all of Cascades Hall by Sept 30. This process resulted in proposals covering many areas of the College, including instruction, student services, technology, community learning and external partnerships.

The FAC reviewed each of the proposals at length prior to making the recommendation. FAC considered many factors, including the following, in making the recommendation:

- Improve Student Experience/Opportunities/Success
- Revenue Generation
- Cost
- Current Need and Future Growth
- Long-Term Solution
- Synergy and Need for Co-Location
- Campus Flow
- Existing Infrastructure
- Additional spaces that will be available in future (Juniper Hall, Ochoco 2nd Floor)

The FAC settled on two recommendation options for the President and Board to consider (both are located on page 2 in a non-prioritized list).

- The blue shaded areas are the Recommendation.
- The first four items in both options are the same. The last few items provide what is different between the two options.
- The green shaded areas are *not* recommended -- they are provided as additional information in order to inform the Board on what else was proposed.

Recommendation Option A:	Offices	General Purpose Classrooms	Meeting rooms	Computer Labs	Wet Lab	Broadcast Rooms	Waiting, Reception, Lounge Areas
Classrooms stay		8				2	
Computer Labs stay				2			
Wet Lab stays (Forestry)					1		
University Center	6						
CAP Center	11		1	1			1
EMS Program	3	1					
Forestry Program	4						
Total	24	9	1	3	1	2	1
Option A: Additional Information							
Admissions & Records and Financial Aid	11 (plus 12 cubicles)						
Instructional Hub (Instructional Administration, Curriculum, Continuing Ed, Community Learning, SBDC, College Now/ABS)	29						
Total	40	0	1	0	0	0	1

Recommendation Option B:	Offices	General Purpose Classrooms	Meeting rooms	Computer Labs	Wet Lab	Broadcast Rooms	Waiting, Reception, Lounge Areas
Classrooms stay		9				2	
Computer Labs stay				2			
Wet Lab stays (Forestry)					1		
University Center	6						
Admission & Records and Financial Aid and CAP Center	22 (plus 12 cubicles)						
Total	28	9	2	3	1	2	2
Option B: Additional Information							
Instructional Hub (Instructional Administration, Curriculum, Continuing Ed, Community Learning, SBDC, College Now/ABS)	29						
EMS Program	3	1					
Forestry Program	4						
Total	36	1	0	0	0	0	0

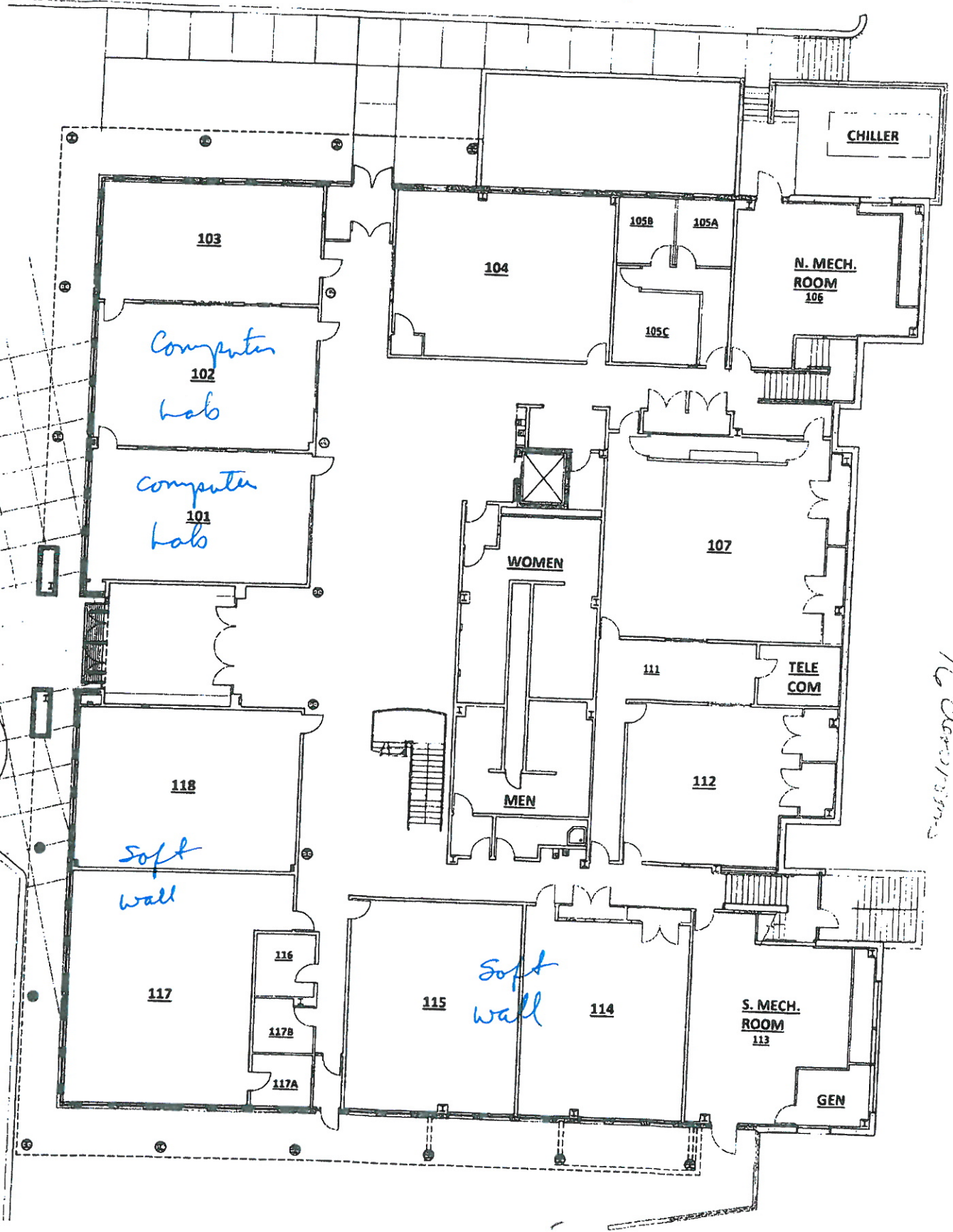


CASCADES HALL

1st floor

8.b
Attachment

College Way



1/2 description



CASCADES HALL 2nd floor

