



**CENTRAL OREGON  
COMMUNITY COLLEGE**

Board of Directors' Meeting – AGENDA  
Wednesday, September 9, 2009 – 6:00 PM  
Christiansen Board Room, Boyle Education

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Garrett
6:00 pm	II. Introduction of Guests			Garrett
6:05 pm	III. Agenda Changes			
6:05 pm	IV. Public Hearing and Testimony A.			
6:10 pm	V. Consent Agenda*** A. Minutes			
	1. Executive Session-July 8, 2009	5.a1	X	Smith
	2. Regular Meeting-July 8, 2009	5.a2	X	
	3. Executive Session-July 30, 2009	5.a3	X	
	4. Regular Meeting-July 30, 2009	5.a4	X	
	B. Personnel			
	1. New Hire Report (July-August2009)	5.b1	X	Buckles <sup>A</sup>
	C. Approval to Hire (Darwin)	5.c	X	Buckles <sup>A</sup>
	D. Approval to Hire (Holder)	5.d	X	Walsh <sup>A</sup>
	E. Approval to Hire (Dickman)	5.e	X	Walsh <sup>A</sup>
	F. Approval to Hire (Garrett, Hovekamp, Hussion, Malone)	5.f	X	Walsh <sup>A</sup>
	G. Labor Agreement - Classified	5.g	X	Buckles <sup>A</sup>
	H. Labor Agreement - ABE	5.h	X	Buckles <sup>A</sup>
	I. Salary - Administrative/Professional, Non-Managerial, Confidential and Supervisory	5.i	X	Buckles <sup>A</sup>
6:15 pm	VI. Information Items			
	A. Review of Checks and Contracts VP/CFO's Office	6.a*		Kerkoch Katter & Nelson, LLP <sup>P</sup>
	B. Institutional Effectiveness & Board Priorities	6.b		Pierce <sup>A</sup>
	C. Enrollment Update	6.c*		Moore <sup>P</sup>
	D. Financial Statements	6.d*		Bloyer <sup>A</sup>
6:50 pm	VII. Old Business			
	A. NWCCU Re-Affirmation of Accreditation Spring 2009 Focused Interim Evaluation	7.a		Walsh <sup>P</sup>
	B. Budget Committee Update	7.b*		Paradis <sup>P</sup>
7:10 pm	VIII. New Business			
	A. Bid Award – Technology Infrastructure	8.a	X	Cecchini/ Mosier <sup>A</sup>
	B. Bid Award – Ponderosa Parking Expansion	8.b*	X	Mosier <sup>A</sup>
	C. Endorsement for American Graduate Initiative	8.c	X	Middleton <sup>P</sup>
	1. American Graduate Initiative-Information	8.c1		

- |         |  |     |                    |
|---------|--|-----|--------------------|
| 7:25 pm | IX. Board of Directors' Operations<br>A. Committee Assignments<br>B. Board Member Activities   | 9.a | Garrett<br>Garrett |
| 7:45 pm | X. President's Report<br>A. Updates  |     | Middleton          |
|         | XI. Dates<br>A. Monday, September 21 – First Day of Fall Term<br>B. Tuesday, September 22 – 5 <sup>th</sup> Annual, Feast At The Old Mill<br>Anthony's At The Old Mill – \$100 per ticket<br>space is limited - call 318-3783 to reserve ticket(s)<br>proceeds to the <b>Culinary Capital Campaign</b><br>C. Tuesday, October 6 (3-5pm) "Fall, Welcome Back Open House"<br>in the New Campus Center Building |     |                    |
| 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  
2600 NW College Way – Bend, OR 97701

**EXECUTIVE SESSION MINUTES**  
BOARD OF DIRECTORS - EXECUTIVE SESSION  
Christiansen Board Room – Boyle Education Center  
July 8, 2009

**BOARD ATTENDANCE**

Board Members Present:

Dr. Joyce Lynn Garrett, Charley Miller, Connie Lee, John Overbay, Donald Reeder, Anthony Dorsch, David Ford.

Guests Present:

Eric Buckles, Kathy Walsh, Matt McCoy, Ron Paradis, James Middleton-President, Ed Fitch-Board Attorney, Julie Smith-Executive Assistant

**EXECUTIVE SESSION**

The Board of Directors convened in executive session to discuss Labor Negotiations - ORS 192.660 (1) (d).

**CALL TO ORDER**

Chair Garrett called the executive session to order at time 6:50 PM.

LABOR NEGOTIATIONS – ORS 192.660 section 1, subsection d

Eric Buckles-Director of Human Resources, reviewed Labor Negotiations information.

**ADJOURNMENT**

There being no further matters to discuss, executive session adjourned at 7:00 PM.

\_\_\_\_\_  
Chair Dr. Joyce Lynn Garrett

\_\_\_\_\_  
President James E. Middleton

Minutes Prepared by:

\_\_\_\_\_  
Julie A. Smith  
Executive Assistant to the Board of Directors



CENTRAL OREGON COMMUNITY COLLEGE  
Board of Directors' Meeting – MINUTES  
Wednesday, July 8, 2009 – 6:45 PM  
Christensen Board Room, Boyle Education Center

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PRESENT: Dr. Joyce Garrett, Donald Reeder, Connie Lee, John Overbay, Anthony Dorsch, Charley Miller, David Ford, Ed Fitch-Board Attorney, Dr. James Middleton-President, Julie Smith-Executive Assistant.

ELECTION 2009-10 CHAIR & VICE CHAIR:

Mr. Anthony Dorsch moved to elect Dr. Joyce Lynn Garrett as Chair of the Board of Directors' for 2009-10. Ms. Connie Lee seconded. MCU. Approved. M07/09:1

Mr. Anthony Dorsch moved to elect Mr. Charley Miller as Vice Chair of the Board of Directors' for 2009-10. Mr. Donald Reeder seconded. M07/09:2

Executive Session: ORS 192.660 (1)(d) Labor Negotiations

INTRODUCTION OF GUESTS: Ken Mays, Mark Wagenblast, Lester Friedman, Kathy Walsh, Matt McCoy, Jim Jones, David Dona, Lisa Bloyer, Eric Buckles, Diana Glenn, Ron Paradis, India Simmons, Gail Sorensen, John McCauley-KBND, Christine Ott-Hopkins, Terry Link, Sheila Miller-The Bulletin and others.

AGENDA CHANGES: Addition: New Business – Labor Negotiations, Exhibit: 10.b.

PUBLIC HEARING AND TESTIMONY:

National Recognition

Mr. Ken Mays-Professor of Automotive Technology introduced Mr. Mark Wagenblast. Mark (a Bend mechanic) received national recognition for scoring 97 percent on his 2008 Automotive Service Excellence master automobile certification test — the highest score in the nation out of the thousands of mechanics who took the exam.

His top score earned him the 2008 Automotive Service Association/National Institute of Automotive Service Excellence Mechanical Technician of the Year.

The Board of Directors' congratulated Mr. Wagenblast for earning top honors in the nation in automotive excellence.

CONSENT AGENDA:

Mr. John Overbay moved to approve the Consent Agenda (Exhibit: 7). Mr. Donald Reeder seconded. MCU. Approved. M07/09:3

BE IT RESOLVED that the Board of Directors' approved the Executive and Regular Meeting Minutes of June 17, 2009 (Exhibits: 7.a1 & 7.a2);

BE IT RESOLVED that the Board of Directors' reviewed and approved the June 2009 New Hire Report (Exhibit: 8.b1);

BE IT RESOLVED that the Board of Directors' approves the employment contracts for Carl Cavallo, Tara Endries, Signy Erickson, Annemarie Hamlin and Julie Schmidt (Exhibit: 7.c);

BE IT RESOLVED that the Board of Directors' does hereby authorize the addition of Kevin E. Kimball as person of authority to access the college's safe deposit box and remove authority from James R. Jones. In addition, affirms the authority of James E. Middleton and Julie A. Smith to access the safe deposit box. (Exhibit: 7.d).

### INFORMATION ITEMS:

#### 2009 Legislative Recap

President Middleton gave a summary of the recently concluded Oregon Legislative Session noting the highlights for COCC:

- allocation of money for community college operations
- approval of two capital projects for COCC
  1. \$5.7 million for technology education center (with required local match)
  2. \$1.2 million for classroom construction.

### NEW BUSINESS:

#### Bond Measure Draft and Bond Measure Ballot Language (Exhibits: 10.a & 10.a1)

Mr. Charley Miller moved to approve the language in Exhibit: 10.a1 and place the bond measure on the November 3, 2009 ballot for voters in the COCC district. Mr. Donald Reeder seconded. MCU. Approved. M07/09:4

Be It Resolved that the Board of Directors of Central Oregon Community College do hereby place the attached bond measure (Exhibit: 10.a1) on the November 3, 2009 ballot for voters in the COCC district.

#### Labor Negotiations (10.b)

Ms. Connie Lee moved to delegate President Middleton the responsibility of labor negotiations. Mr. David Ford seconded.

Call for the Vote:

Yes - Reeder, Garrett, Miller, Ford, Lee, Overbay

No - Dorsch

MC. Approved. M07/09:5

BOARD OF DIRECTORS' OPERATIONS:

Board Appointments

Chair Garrett deferred committee appointment announcement to the September 9 board meeting.

August Board Meeting Cancellation

Mr. Donald Reeder moved to approved suspension of the rules in accordance with Policy GP 9 to cancel the scheduled August 12, 2009 Board of Directors' Meeting.

Mr. John Overbay seconded. M07/09:6

Board Member Activities

Mr. Miller	Working w/India Simmons on the Bond Measure Conversations with community members about the Bond Measure
Ms. Lee	None to report
Mr. Ford	None to report
Mr. Reeder	Conversations Jefferson County community members re: funding denial
Mr. Overbay	None to report
Mr. Dorsch	Received Certificate of Election as Board Member from Deschutes County Clerk
Dr. Garrett	Attended Planning Commission meeting re: re-zoning change for the college Attended OSU-Cascades Advisory board meeting Attended two meetings w/Prineville City Councilors re: Bond Measure Meeting w/President Middleton re: Board activities for upcoming months

PRESIDENT'S REPORT:

- President Middleton reviewed the progress on re-zoning of the college campus, noting that the re-zoning was approved by the Planning Commission;
- Positive planning progress on the Culinary Center;
- Summer Enrollment "up" 136%!

ADJOURN: 8:15 PM

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Dr. Joyce Lynn Garrett-Board Chair Elect

\_\_\_\_\_  
Dr. James E. Middleton, President

Central Oregon Community College  
2600 NW College Way – Bend, OR 97701

**EXECUTIVE SESSION MINUTES**  
BOARD OF DIRECTORS - EXECUTIVE SESSION  
**Conference Call**  
Christiansen Board Room – Boyle Education Center  
July 30, 2009

**BOARD ATTENDANCE**

Board Members Present by Phone:

Dr. Joyce Lynn Garrett, Charley Miller, Connie Lee, Donald Reeder, David Ford

Board Members Absent:

Anthony Dorsch, John Overbay

Guests Present by phone:

Ed Fitch-Board Attorney

Guests Present in Board Room:

Eric Buckles, Kathy Walsh, Matt McCoy, Ron Paradis, James Middleton-President,  
Julie Smith-Executive Assistant

**EXECUTIVE SESSION**

The Board of Directors convened in executive session to discuss Labor Negotiations -  
ORS 192.660 (1) (d).

**CALL TO ORDER**

Chair Garrett called the executive session to order at time 4:35 PM.

LABOR NEGOTIATIONS – ORS 192.660 section 1, subsection d

Eric Buckles-Director of Human Resources, reviewed Labor Negotiations information.

**ADJOURNMENT**

There being no further matters to discuss, executive session adjourned at 4:50 PM.

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Chair Dr. Joyce Lynn Garrett

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President James E. Middleton

Minutes Prepared by:

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Julie A. Smith, Executive Assistant to the Board of Directors



CENTRAL OREGON COMMUNITY COLLEGE  
Board of Directors' Meeting-Teleconference  
MINUTES  
Thursday, July 30, 2009 – 4:15 PM  
Christensen Board Room, Boyle Education Center

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CALL TO ORDER:

ROLL CALL

PRESENT: Donald Reeder, Connie Lee, Dr. Joyce Garrett, Charley Miller, David Ford

ABSENT: Anthony Dorsch, John Overbay

GUESTS Present by Phone: Ed Fitch-Board Attorney

GUESTS Present in Board Room:

Matt McCoy, Sharla Andresen, Joe Viola, David Dona, Kevin Kimball, Ron Paradis,  
Dr. James Middleton-President, Julie Smith-Board Executive Assistant.

NEW BUSINESS:

Bond Language (Exhibit: 3.a & 3.a1)

Mr. Charley Miller moved to amend and approve the Bond Measure language in (Exhibit: 3.a).  
Ms. Connie Lee seconded.

Roll Call for the Vote:

Yes – Ford, Garrett, Lee, Miller, Reeder

MCU. Approved. M07/09:1

ADA and SIDEWALK IMPROVEMENTS (Exhibit: 3.b):

Mr. Gene Zinkgraf-Director of Campus Services reviewed that the ADA and Sidewalk improvement project will improve disability access across the upper campus.

Mr. Donald Reeder moved to accept the bid of Collins and Sons for \$159,584. for the ADA and Sidewalk Improvement Project and authorize President Middleton to enter into a contract for the project. The contract will be reviewed and approved by college legal counsel prior to signing. Mr. David Ford seconded.

Roll Call for the Vote: Yes – Ford, Garrett, Lee, Miller, Reeder

MCU. Approved. M07/09:2

ADJOURN to Executive Session: Executive Session: ORS 192.660 (1) (d)

ADJOURN: 4:51 PM

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Dr. Joyce Lynn Garrett-Board Chair Elect

\_\_\_\_\_  
Dr. James E. Middleton, President



Exhibit: 5.b1  
September 9, 2009  
Approve: \_\_\_ Yes \_\_\_ No  
Motion: \_\_\_\_\_

Central Oregon Community College  
Board of Directors

**NEW HIRE REPORT – JULY and AUGUST 2009**

<b>Name</b>	<b>Date Hired</b>	<b>Job Title</b>
<b>Classified Full-Time</b>		
Daniel, Jeffrey	7/1/2009	Custodian
Dosier, Susan	7/14/2009	Bookstore Specialist
Hansen, Todd	7/1/2009	Custodian
Weeks, Diana	7/31/2009	Computer Lab Assistant DCRI
Wilson, Pat	8/17/2009	Custodian
<b>Non-Faculty Non-Benefitted</b>		
Rogen, Heather	7/20/2009	Parenting Now
<b>Part-Time Faculty</b>		
Baller, Jason	7/1/2009	
Elms, Carla	7/21/2009	Part-Time Faculty
Malone, Deborah	8/13/2009	Curriculum Development -Medical Asst Program
<b>Temporary Hourly</b>		
Brown, Nicholas	7/1/2009	Student Workers
Cox Jr., James	7/2/2009	
Gaut, Aisha	7/6/2009	Student Orientation Leader
Hansen, Chloe	7/2/2009	Student Orientation Leader
Harper, Melisse	7/6/2009	Student Orientation Leader
Hogan, Sonja	7/20/2009	Student Workers
Meyer, Michael	7/21/2009	Student Workers
Monson, Kylee	7/6/2009	Student Orientation Leader
Reed, Crystal	7/11/2009	EMT Lab Assistant
Sullivan-Hobson, Lynn	7/20/2009	Financial Aid Specialist
Thompson, Meda	7/1/2009	Sign Language Interpreter
Ward, Kim	7/20/2009	Notetaker
Williams, James	7/1/2009	Student Workers
Wilson, Rebecca	7/14/2009	Student Workers
<b>Temporary Salary Payment</b>		
Moore, Suzanne	7/1/2009	
Smith, Darren	7/22/2009	Curriculum Development

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

Prepared by Eric Buckles-Director of Human Resources

**A. Action Under Consideration**

Approve employment contract for **Julian Darwin**, Full-time Culinary Program Director.

**B. Discussion/History**

The employment contract for Julian Darwin is a direct appointment to an administrative position based on Mr. Darwin's experience, education, and long affiliation with the College.

**C. Options/Analysis**

Approve the employment contract for Julian Darwin.  
Decline approval of the employment contract for Julian Darwin

**D. Timing**

This position is appointed for a 12 month employment contract each fiscal year. For the 2009-10 fiscal year the initial employment contract period will be from July 1, 2009 through June 30, 2010. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the employment contract for Julian Darwin.

**F. Budget Impact**

The salary conforms to the salary schedule approved by the Board.

**G. Miscellaneous**

Mr. Julian Darwin received three levels of certification in cooking for the Hotel and Restaurant Industry awarded by the Yorkshire Council for Further Education and the City and Guilds of London Institute. His experience has included opening the Omni Hotel in Atlanta, Georgia and Executive Chef Positions at the St. Francis Hotel in San Francisco, Santa Clara Double Tree hotel, and Sunriver Lodge and Resort. Julian has owned several restaurants including Coho Grill and Catering. Julian has been at COCC since 1994 serving as the Cascade Culinary Institute Director and contracted with COCC as the food service provider. Julian is a member of the American Culinary Federation, Slow Food USA, Food Educators Learning Community and a certified hospitality educator with the American Hotel and Lodging Educational Institute.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Eric Buckles-Director of Human Resources

**A. Action Under Consideration**

Approve employment contract for **Thurman Holder**, Full-time Academic Advisor.

**B. Discussion/History**

The employment contract for Thurman Holder is for an administrative position. This position was filled through an external National College search.

**C. Options/Analysis**

Approve the employment contract for Thurman Holder.  
Decline approval of the employment contract for Thurman Holder

**D. Timing**

This position is appointed for a 12 month employment contract each fiscal year. For the 2009-10 fiscal year the initial employment contract period will be from September 3 through June 30, 2010. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the employment contract for Thurman Holder.

**F. Budget Impact**

The salary conforms to the salary schedule approved by the Board.

**G. Miscellaneous**

Mr. Holder holds both a Bachelor's and a Master's degree in Psychology from Northern Arizona University. Mr. Holder has served as the Director of Testing and Assessment at Front Range Community College in Colorado and as an Academic Advisor for Yavapai Community College in Arizona. Prior to these positions, he served as Director of Health Careers Opportunity Program for OSU for 15 years.

Exhibit: 5.e  
Date: September 9, 2009  
Approval\_\_\_\_Yes\_\_\_\_No  
Motion\_\_\_\_\_

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

Prepared by: Eric Buckles-Director of Human Resources

**A. Action Under Consideration**

Approve employment contract for **Diana Dickman**, Part-Time, .75 FTE  
Academic Advisor/Allied Health.

**B. Discussion/History**

The employment contract for Diana Dickman is for an administrative position.  
This position was filled through an external National College search.

**C. Options/Analysis**

Approve the employment contract for Diana Dickman.  
Decline approval of the employment contract for Diana Dickman

**D. Timing**

This position is appointed for a 12 month employment contract each fiscal  
year. For the 2009-10 fiscal year the initial employment contract period will be  
from October 1 through June 30, 2010. As with all other exempt employees, a  
new contract will be prepared for the next fiscal year that begins July 1.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community  
College hereby approves the employment contract for Diana Dickman.

**F. Budget Impact**

The salary conforms to the salary schedule approved by the Board.

**G. Miscellaneous**

Ms Dickman holds a Bachelor's degree in Psychology with a minor in History and an  
Associate's of Arts degree from COCC. Ms. Dickman currently works as an  
Academic Advisor for COCC and was previously a Peer Advisor at Oregon State  
University-Cascades Campus. Ms. Dickman has also spent many years working with  
Bend-La Pine School District in various educational positions.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Kathy Walsh-Vice President for Instruction

**A. Action Under Consideration**

Approve the contract for Jason Garrett, Nathan Hovekamp, Joe Hussion, and Deborah Malone.

**B. Discussion/History**

The one-year temporary instructor of Spanish position for Jason Garrett is a replacement position.

The one-year temporary instructor of Science position for Nathan Hovekamp is a new position.

The one-year temporary Pharmacy Technician Program Director and instructor position for Joe Hussion is a new position.

The one-year temporary Director of Medical Assisting and instructor position for Deborah Malone is a replacement position.

**C. Options/Analysis**

Approve the contracts for Jason Garrett, Nathan Hovekamp, Joe Hussion, and Deborah Malone.

Decline approval of the contracts for Jason Garrett, Nathan Hovekamp, Joe Hussion, and Deborah Malone.

**D. Timing**

For the 2009-10 academic year.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College district approves the contracts for Jason Garrett, Nathan Hovekamp, Joe Hussion, and Deborah Malone for the 2009-10 academic year.

**F. Budget Impact**

The salaries conform to the salary schedule approved by the Board and the Faculty Forum.

**G. Miscellaneous**

**Jason Garrett  
One-Year Temporary Instructor – Spanish**

Jason Garrett has a Bachelor of Arts in World Languages and Cultures, majoring in Spanish with an emphasis on U.S.-Latino Literature and Culture from California State University, and a Master of Arts in Spanish with an emphasis on Latin-American Culture and Literature from the University of Hawaii.

**Nathan Hovekamp  
One-Year Temporary Instructor – Science**

Nathan Hovekamp holds a Bachelor of Science in Biology from Kent State University, a Master of Science in Zoology from University of Wisconsin, and a PhD in Education from Oregon State University. Throughout the past ten years, Mr. Hovekamp has taught at COCC on a part time and adjunct basis, as well as two years as full time temporary science instructor.

**Joe Hussion  
One-Year Temporary Pharmacy Technician Program Director and Instructor**

Francis “Joe” Hussion graduated from West Virginia University with a Bachelor of Science degree in pharmacy and holds an active pharmacist license from the state of Oregon. He has an extensive background in hospital, retail and clinical pharmacy work and worked as a pharmacist with the US Public Health Service, Indian Health Service, and Food and Drug Administration. More recently, Joe has worked with pharmacies in Corvallis, Salem, and Bend doing relief pharmacy work. In 2008-2009, Joe taught the Pharmacy Technician Community Education course at COCC. Joe possesses a wealth of experience in pharmacy administration as well as teaching and supervising pharmacy technicians.

**Deborah Malone  
One-Year Temporary Medical Assisting Program Director and Instructor**

Ms. Malone earned a BSN degree from the University of Washington and a Masters degree from Oregon Health Sciences University. She is a Women’s Health Nurse Practitioner and has worked in Central Oregon since 1994. She has a wide variety of clinical experience including outpatient care for women from adolescence through menopause, home based nursing care to chronically ill children, in patient nursing care on both ante partum and surgical units, and experience as a hospital based nursing assistant. She has experience working with Medical Assistants in an outpatient clinic setting and joins our faculty as the Medical Assisting Program Director.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Eric Buckles-Director of Human Resources

**A. Action Under Consideration**

Approval of the COCC/Classified Association of Central Oregon Community College Labor Agreement.

**B. Discussion/History**

The current COCC/Classified Association Labor Agreement expired June 30, 2009 Representatives of the College and classified employees met since March of 2009 to negotiate terms of a successor agreement. A tentative agreement was reached on August 10, 2009. The College was informed on August 28 that the classified employees have ratified the tentative agreement. Board guidance on critical issues was sought throughout the process.

**C. Options/Analysis**

Approve the Classified Association successor labor agreement as negotiated.

Decline approval of the Classified Association successor labor agreement as negotiated.

**D. Timing**

The non-economic terms of the successor agreement will be in effect from July 1, 2009 through June 30, 2013. The new cap for the College contribution to health insurance will be in effect for the 2009-10 year of the contract and subject to renegotiation in spring of 2010. The salary settlement is in effect for the contract years of 2009-10 and 2010-11 and subject to renegotiations for the last two years of the agreement in spring of 2011. With the ratification of the agreement by the Classified Association, the College seeks Board approval prior for implementation.

**E. Recommendation**

Be It Resolved that the Board of Directors of Central Oregon Community College hereby approves the COCC/Classified Association terms of the labor agreement for 2009-13. Specific economic terms are as follows:

1. Effective July 1, 2009 the College will increase the current classified wage schedule by 2.5% which will provide each classified employee with a satisfactory evaluation a 2.5% salary increase.
2. Effective July 1, 2010, the College will increase the classified wage schedule by 2.0% which will provide each classified employee with a satisfactory evaluation a 2.0% salary increase.
3. The new cap for the College contribution to health insurance will be in effect for the 2009-10 year of the contract and subject to renegotiation in spring of 2010. For the 2009-10 insurance year (October 1 through September 30), the College will increase the employer contribution to 90% and require all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium.

**F. Budget Impact**

Sufficient funds were provided in the 2009-10 budget for the increase in salaries and health care contribution.

**G. Miscellaneous**

Throughout the negotiations, issues have been discussed and approved by the College's employment attorney, Bruce Bischof.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Eric Buckles-Director of Human Resources

**A. Action Under Consideration**

Approval of the COCC/Adult Basic Education Labor Agreement for the 2009-11 biennium.

**B. Discussion/History**

The COCC/ABE Labor Agreement expired on June 30, 2009. Representatives of the College and ABE unit have been meeting since April of 2009 to negotiate terms of a successor agreement. A tentative agreement on all outstanding issues was reached on August 19, 2009. The membership of the ABE unit has since ratified the tentative agreement.

**C. Options/Analysis**

Approve the ABE successor Labor Agreement as negotiated.

Decline approval of the successor ABE Labor Agreement as negotiated.

**D. Timing**

The contract language on all non-economic issues will be in effect on July 1, 2009 through June 30, 2011. The College contribution to health insurance will be in effect for the 2009-10 insurance year and subject to renegotiation in the spring of 2010. With the ratification of the agreement by the ABE unit, the College seeks Board approval to implement the terms of the new agreement.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the COCC/ABE Labor Agreement for 2009-11 with the following terms:

Salary Schedule: Effective with summer contracts, 2009, each cell in the current



salary schedule will be adjusted by 2.5%.  
Instructors with satisfactory evaluations will be eligible for a step increase effective with the date of the summer term contract.

Effective with summer contracts, 2010, each cell in the current salary schedule will be adjusted by 2%. Instructors with satisfactory evaluations will be eligible for a step increase effective with the date of the summer term contract.

The new cap for the College contribution to health insurance will be in effect for the 2009-10 year of the contract and subject to renegotiation in spring of 2010. For the 2009-10 insurance year (October 1 through September 30), the College will increase the employer contribution to 90% and require all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium.

All other articles and sections of this agreement will be effective July 1, 2009 through June 30, 2011.

#### **F. Budget Impact**

Sufficient funds were provided in the 2009-10 budget for the increase in salaries and health care contributions.

#### **G. Miscellaneous**

Throughout the negotiations, economic issues have been discussed and approved by the President. Bruce Bischof has reviewed and approved the contractual changes.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Eric Buckles-Director of Human Resources

**A. Actions Under Consideration**

1. Approval of a 2.5% increase to the base salaries of administrative, professional/non-managerial, confidential and supervisory employee's retro-active to July 1, 2009.
2. Increase the 2009-10 salary schedule minimums and maximums by 2.5% for administrative, professional/non-managerial, confidential and supervisory positions.
3. Increase the College contribution (cap) to health insurance to 90% and continue to require all employees to pay a minimum of 10% of the applicable premium.

**B. Discussion/History**

Salary Increase and Schedule Adjustment: Both the recommended salary increase and adjustment to the salary schedule for this group of employees is consistent with the economic settlements reached with other employee groups.

Health Care Contribution: The recommended increase to the health care contribution and the requirement for all employees to pay a minimum of 10% of the applicable premium are consistent with the terms negotiated with the Faculty Forum and other employee groups. The College has historically maintained the same contribution level for all employees groups.

**C. Options/Analysis**

Approve the 2.5% increase to base salaries along with a 2.5% adjustment to the salary schedule; increase the College's contribution (cap) for health insurance to 90% while continuing to require all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium.

Decline approval of the 2.5% increase to base salaries along with a 2.5% adjustment to the salary schedule, increase in the College's contribution (cap) for health insurance to 90% and continue to require all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium.

**D. Timing**

The adjustment to the salary schedule and the increase to the salary base for the administrative, professional/non-managerial, confidential and supervisory employees will be retro-active to July 1, 2009. The increase in the health care contribution and the requirement for all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium is effective October 1, 2009 to coincide the increase in the health insurance premiums for 2009-10.

**E. Recommendation**

Be It Resolved that the Board of Directors of Central Oregon Community College hereby approves the 2.5% increase to the base salaries for administrative, professional/non-managerial, confidential and supervisory employees along with a 2.5% adjustment to the salary schedule retro-active to July 1, 2009, increase in the College's health care contribution (cap) to 90% and continue to require all employees participating in the group health insurance to pay a minimum of 10% of the applicable premium.

**F. Budget Impact**

Sufficient funds were provided in the 2009-10 budget for the increase in salaries and health care contribution.

## Institutional Effectiveness at COCC | 2007- 2009

### BOARD PRIORITY

**Respond to regional student, community and business needs**

### METHOD

Maintain a strategic, systematic, coordinated approach to communication with students, community groups, local businesses and regional/state agencies by

- defining potential new or modified programs and services
- assessing the operational and fiscal viability of such programs and services
- and, implementing as possible within fiscal and operational capacity.

### MEASUREMENT

- ✓ **Student Enrollment Growth & Program Expansion**
- ✓ **Business Focused COCC Offerings**
- ✓ **Community Involvement**
- ✓ **Collaboration/Partnerships with Regional and State Agencies**

### TARGET

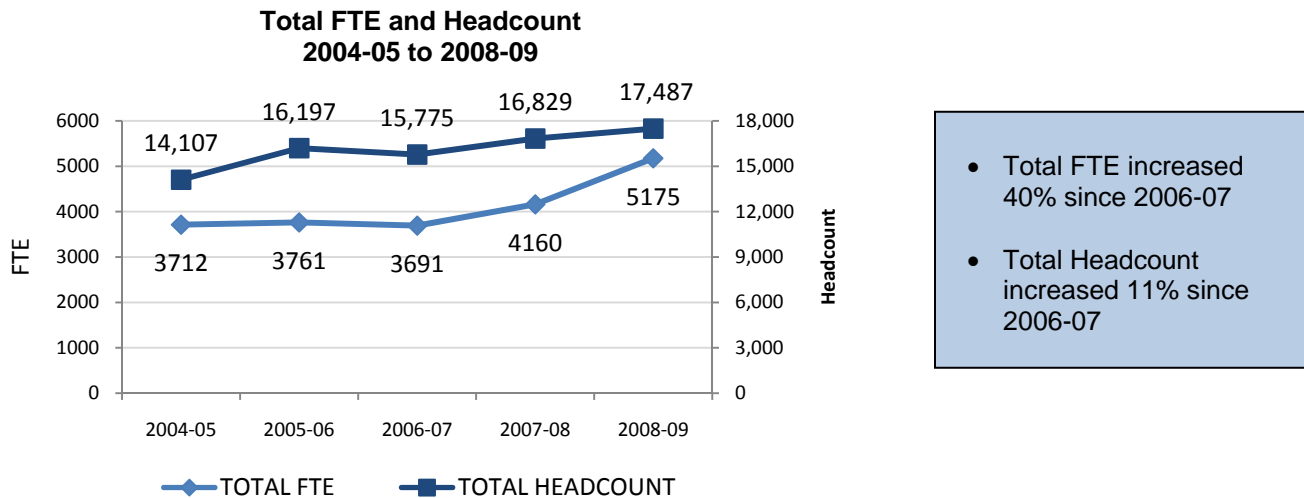
Targets are emerging through work on the Institutional Strategic/Comprehensive Plan, the Strategic Enrollment Management Plan and Instructional Planning and will be incorporated into the Institutional Effectiveness reports as they develop.

### COCC STRATEGY & PROGRESS

In direct response to increased student demand, the College continues to expand offerings. Need for courses, programs and trainings to support local business has also grown as have College offerings to meet the demand. Faculty and staff involvement with community groups and state and local agencies also remains important with the intent of improving the connection to area programs and needs, as well as aiding in the College's and State's ability to respond to that need.

#### ✓ Student Enrollment Growth & Program Expansion

The most direct and obvious response to increased need has been with students. In the last two years, the number of students enrolled in credit classes has increased 28% from 7,090 to 9,075. And when adding in students taking Community Learning, Businesses, Employee and Professional Development or Adult Basic Education offerings, the student count reaches 17,487. Credit student activity (measured in full-time equivalents FTE) during this time increased at an even greater rate – 44%. Students are coming to COCC, staying longer and taking more credit classes.



## Institutional Effectiveness at COCC | 2007- 2009

To meet the need, the College expanded its presence in the local high schools as well as increasing the number of courses offered in Redmond, online and during summer term 2009.

**Local High Schools:** a variety of courses were offered where students could earn credit in math, science and other areas transferable to COCC or most four-year universities. The College also added more staff in the high schools to answer questions and determine student readiness for college.

**Redmond Campus:** in the last two years, the College doubled the number of courses offered in Redmond while also adding staff hours to assist students with registration, advising and financial aid

**Online Courses:** in the last two years, the College increased the number of online course sections offered by 80% (53 more sections)

**Summer Term:** student activity – as measured by FTE – nearly doubled (230 to 456 FTE) in one year with over 1,300 more students being served summer 2009 compared to summer 2008.

### ✓ Business Focused COCC Offerings

In 2008-09, the Business Development Center worked with 350 local small businesses and helped companies create or retain 200 jobs. They also offered 67 training events, serving nearly 800 participants.

COCC's Business Development Center, in partnership with the Central Oregon Environmental Center, provided Sustainability advising to graduates of the Small Business Management Program. **Professional development offerings expanded** to include Professional Bookkeeping and Ophthalmology Assistant. Professional development needs in construction management and training for renewable energy professionals (both entry-level careers and continuing education for those in professions) is also being researched with local businesses.

In regards to credit programs, the College is working to **expand or add programs in health care and renewable energy**. The Pharmacy Technician program is scheduled to launch in 2009-10 and feasibility studies are ongoing to evaluate potential programs (or partnerships) in the areas of Physical Therapist Assistance, Diagnostic Cardiac Sonography and Renewable Energy.

For more detailed information on the College's *Business Focused COCC Offerings* visit the Institutional Effectiveness report from November 2008 on [Partnerships with Regional Employers](#).

The College is also proposing to develop a Technology Education Center in Redmond which will be designed with input from local businesses.

### ✓ Community Involvement

The College has close working relationships with a number of critical community groups and have or recently have had staff volunteering and serving in leadership roles in community organizations including...

Economic Development of Central Oregon ■ The Partnership to End Poverty ■ community Chambers of Commerce ■ City Club of Central Oregon ■ Bend 2030 ■ Leadership Prineville ■ the Nature of Words ■ COCC/Cascade Chorale ■ Deschutes Public Library's "A Novel Idea" ■ Family Kitchen of Bend ■ Bend Senior Center ■ HealthMatters of Central Oregon

College faculty and staff have also volunteered to help Habitat for Humanity ■ the Meth Action Coalition ■ Commute Options for Central Oregon ■ and United Way... to name a few.

This local involvement allows the College to develop a two-way partnership, both providing the community groups with information on College initiatives and programs and developing an awareness of projected need in the community.

## Institutional Effectiveness at COCC | 2007- 2009

The campus also provides venues for community use. The Barber Library serves the students of COCC and OSU-Cascades as well as serves as a community resources for all area residents. Starting this fall, Wille Hall – in the new Campus Center - will serve as a rehearsal hall for the Central Oregon Symphony.

### ✓ Collaboration/Partnerships with Regional and State Agencies

The College also has close working relationships with many regional and state agencies:

**Regional:** COCC Foundation ■ Central Oregon Regional Superintendents ■ High Desert Education Service District ■ Oregon Employment ■ Bend/LaPine School District

**State:** Oregon Community College Association Executive Committee ■ State Committee on Strategies for Rural Higher Education ■ State Student Success Oversight Committee ■ Business Industry Training Services ■ Workforce Investment Act Board ■ Community College and Workforce Development Committees: *Oregon Community College Presidents Council* ■ *Council of Instructional Administrators* ■ *Council of Student Services Administrators* ■ *Council of Institutional Researchers* ■ and, *Information Technology Administrators...* to name a few.

The College has also contracted with the Oregon Department of Corrections to provide instruction at the Deer Ridge Correctional Institute in Madras.

### WHAT NEEDS TO BE DONE

In order to address the incredible student enrollment growth, the College will need to add classroom space and continue to develop and offer more courses at non-traditional times and in an online/hybrid formats, while maintaining the quality of instruction.

### FACTORS AFFECTING RESULTS/PROGRESS

November 2009 Bond Measure – a substantial portion of identified new facilities and therefore additional classroom space relies on funding from passing a bond measure. If the bond campaign is not successful, providing additional instructional space will likely be limited for the foreseeable future.

Another concern is the availability of qualified instructors in the high demand instructional areas. It will be critical that the College maintains the quality of courses/programs as the enrollment demand is met.

### ABOUT THE DATA

The chart information on page 1 was provided by Chris Egertson, Research Analyst. For more detailed information, contact the Institutional Research office – [ir@cocc.edu](mailto:ir@cocc.edu)

Contributions to the narrative supplied by Matt McCoy, Vice President for Administration, Carol Moorehead, Dean of Continuing Education and Extended Learning and Ron Paradis, Director of College Relations. Community, regional and state activity reported by many COCC faculty and staff.

The full report was coordinated and prepared by Brynn Pierce, Institutional Research.

*Institutional Research Office*  
*Central Oregon Community College*  
[IR@cocc.edu](mailto:IR@cocc.edu)  
[2007-09 Institutional Effectiveness](#)

*Northwest Commission on Colleges and Universities*

**A Focused Interim Report**

**Central Oregon Community College**

**Bend, Oregon**

**April 10, 2009**

**Prepared by**

**Dr. Richard Cummins, President  
Columbia Basin College**

*A Confidential Report Prepared for the  
Northwest Commission on Colleges and Universities  
that Represents the Views of the Evaluator*

## Introduction

Central Oregon Community College (COCC) is a two-year institution that offers a variety of programs, including the Associate of Arts Oregon Transfer (AAOT) degree, the Associate of General Studies degree, the Associate of Science and Associate of Applied Science degree programs, Oregon Transfer Modules, as well as a range of Certificates in career and technical fields.

The most recent full-scale visit was conducted in April 2002. In June 2002, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed accreditation and requested a Focused Interim Report and Evaluation Visit in Spring 2004 to address the five general recommendations that were made in the April 2002 report. In June 2004, the NWCCU reaffirmed accreditation based on the Focused Interim Report and visit. The most recent evaluation visit, a regular interim visit, was conducted in April 2007.

The institution received one commendation and one recommendation related to assessment in the Regular Interim Report submitted in April 2007. That recommendation is the subject of this focused, one-day interim evaluation visit and report, conducted on April 10, 2009.

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## Introduction

COCC's response to the Recommendation contained in the Regular Interim Report visit conducted in April 2007 is well-documented and thoroughly explained in the college report submitted to the Northwest Commission on Colleges and Universities (the "Commission") on March 1, 2009. During the visit, the evaluator found the supporting materials to be clear, in great quantity, and readily available from across the various college disciplines, departments, programs, and divisions. The College did an excellent job summarizing the history and current status of the efforts related to the Regular Interim Report's recommendation (below) and has provided good evidence to indicate substantial and satisfactory progress on the Recommendation. The report appendices, as well as material gathered and reviewed during the visit, provide a clear picture of the College's assessment activities, of the broad participation across the campus, and of the plans for ongoing quality improvement in the areas indicated by the Recommendation. In particular, the evaluator found evidence that the College has developed a meaningful culture of assessment that extends into courses, programs, and degrees, and that these assessment activities roll up into assessment of general education outcomes.

## Evaluation Methods

To verify the contents of the College's report, the evaluator conducted research on three separate fronts: (a) reading and analyzing the "Focused Interim Report"; (b) examining the College's website, particularly its assessment web; and (c) extensive interviewing on the day of the site visit, coupled with analyzing numerous documents gathered that day and referred to again while preparing this report.

The reviewer spoke with the following individuals during the visit.

<ul style="list-style-type: none"><li>• Joyce Garrett, Trustee</li><li>• Dr. James Middleton, President</li><li>• Dr. Kathy Walsh, Vice President for Instruction</li><li>• Matt McCoy, Vice President for Administration</li><li>• Jim Jones, Vice President and Chief Financial Officer</li><li>• Ron Paradis, College Relations</li><li>• Alicia Moore, Dean of Student and Enrollment Services</li><li>• Diana Glenn, Dean</li><li>• Dr. Mary Jeanne Kuhar, Dean</li><li>• Dr. Amy Harper, Associate Professor, Anthropology</li><li>• Julie Hood, Associate Professor, Biology</li><li>• Dr. Amy Howell, Assistant Professor II, Early Childhood Education</li></ul>	<ul style="list-style-type: none"><li>• Dr. Karen Huck, Professor, Speech &amp; Communications (Fine Arts Chair)</li><li>• Doug Nelson, Professor, Math</li><li>• Dr. Michael Holtzclaw, Associate Professor, Geography (Social Science Chair)</li><li>• Dr. Cora Agatucci, Professor, English Faculty (Humanities Chair)</li><li>• Dr. Scott Hays, Associate Professor, Business (Business Chair)</li><li>• Jim Ellis, Assistant Professor II, Business</li><li>• Lynn Murray, Assistant Professor II, Dental Assisting</li><li>• Michele Decker, Associate Professor, Nursing (Nursing Chair)</li><li>• Beverlee Jackson, Associate Professor, HIT Faculty</li></ul>
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## Analysis and evaluation

In April 2007, the “Regular Interim Report” identified several concerns. As a result of that visit, the Commission reaffirmed COCC’s accreditation but requested that the College prepare a Focused Interim Report that responded to a specific recommendation, with multiple parts, related to COCC’s assessment of student learning outcomes.

It is recommended that COCC continue to develop student learning outcomes at both the course and program level, determine the level of competency expected of students, assess how well students meet those expectations and make improvements to programs based upon the findings of the assessment process. This recommendation is made for both individual programmatic assessment and for the assessment of General Education. (Standard 2.B and Policy 2.2)

In 2007, the “Regular Interim Report” directed the College to extend the culture of assessment beyond the course level because “progress still has to be made in extending this culture of assessment into the levels of the program and degree” (p. 1). The 2007 evaluators also noted that assessment efforts were not evenly applied across the college’s departments and disciplines, citing as one instance the low level of assessment grants awarded to members of the science departments. During this visit, the evaluator received oral confirmation from the chair of the College’s Board of Trustees that assessment efforts since 2007 have led the faculty to more consciously align themselves with the Board’s goals, which coincide with the General Education Outcomes. The evaluator also spoke in depth with the College’s faculty assessment liaison, two of whom came from science backgrounds (Anthropology and Biology), as well as representatives from across the programs outside of Career and Technical Education (see table in “Evaluation Methods”), each of whom provided detailed discussion of assessment efforts in their areas related to the Recommendation.

In general, the “Focused Interim Report” of March 2009, and the subsequent focused visit on April 10, 2009, provided good evidence that the College has made substantial progress in expanding and deepening the culture of assessment into new levels with an emphasis on “closing the loop” by taking appropriate actions for improvement at all three levels. While the “Regular Interim Report” remarked upon “notable exceptions of pockets of excellence . . . in programs such as Nursing, Writing, and Business,” the evaluator this time found that this excellence was spread more evenly across courses, departments, and programs because of activities such as widespread use of the “Assessment Project Template,” which has helped departments to identify which course outcomes roll up into program and general education outcomes. This template is easily applied at all levels of assessment and also asks the assessor(s) to decide what specific improvement actions will be taken. (Appendix G.)

This template also allows flexibility for the complexity of a comprehensive community college’s mission and scope. Some areas of the College have not developed distinct program outcomes because a distinct program might be missing. For example, Anthropology teaches just a couple of classes, but Anthropology has identified the general education outcomes relevant to its offerings within the Social Sciences department to meet the requirements of the Recommendation. This is more than just a method to ensure compliance to the standard, though,

as this assessment has allowed the department to measure and evaluate effectiveness at the general education outcome level.

Much of the broadening and deepening of College efforts to respond positively to the Recommendation has been the development of numerous efforts through the College's *Assessment Café*. According to the reports of administrators and faculty members across the College, ongoing *Assessment Café* newsletters and workshops have explained the rationale for meeting the Recommendation and have inspired numerous ways for faculty members to create rubrics that “roll up” from course to program to general education outcomes. These efforts are allowing faculty and administration to examine data from each area—course, program, and general education—to determine effectiveness and quality. These efforts are also creating a curriculum map that will allow the College to determine that courses are being instructed with clear expectations for students and at the appropriate level of rigor.

Interviews conducted with faculty members provided numerous examples that illustrate how assessment at all levels is widespread and has become increasingly effective since 2007. Several reported that the development of course and department rubrics have allowed them to break learning outcomes into rank-ordered lists, thereby allowing them to address parts of learning more effectively, which a previous holistic approach did not allow. Others who give the rubrics to their students prior to assigning work find that the subsequent discussion and application has improved learning in quantifiable ways while expanding qualitative understanding of the connection of a particular course outcome to the general education outcomes of the entire program or College. One program provided an excellent example of using assessment to address curricular gaps within a program of study, correlating poor performance among students evaluating epidemiological research in a health program to the need for a remedial math course to build the skills necessary for the required level of competence. In general, efforts across disciplines have helped departments and other curricular areas make significant progress toward developing common standards and expectations, as required by the Recommendation.

The most important example of this comprehensive effort is the “3-Year Assessment Plan,” which has been initiated to analyze and evaluate general education outcomes across all disciplines and degrees. This plan is cyclical and ongoing rather than linear and episodic and will require all areas of the College to be scrutinized for quality and improvement on an ongoing basis. Other examples include the “Course Approval Form” (Appendix D) for Curriculum Committee, which requires documentation of assessment methods in course, program, and general education areas. A helpful template, based on the work of Nichols & Nichols and designed to force assessment into a “closing the loop” model, has also been developed and is widely used across campus (Appendix G). The evaluator also perused Professional Improvement Plans during the visit, which include extensive documentation of each faculty member's performance and progress, and noted that there were memorable instances of faculty members using course, program, and general education assessment for professional growth opportunities.

Finally, as someone once stated, if an organization's budget is an expression of its mission in dollars, then the expansion of this culture of assessment and its broad adoption by faculty members has to be well funded. As was noted in the 2007 “Regular Interim Report,” the administration “has invested resources to try and build interest and expertise within the faculty and staff toward building a culture of assessment and improvement of student learning” (p. 6),

and this commitment has continued and grown. The Course Assessment Coordinator, who is now finishing a dissertation project on assessment, continues to be supported. New release positions in transfer education and career and technical education have been added. Faculty members continue to be supported in their efforts through numerous opportunities for stipend and release activities. In general, the dissemination and practice of assessment knowledge, as well as the high quality of that knowledge, has rendered substantial improvement at COCC over the 2007 visit.

## Conclusions

Central Oregon Community College has made significant progress on the Recommendation made in the April 2007 “Interim Evaluation Report.” The College does not require a further visit on assessment as it has substantially met all of the areas of concern indicated in the Recommendation.

## Commendations

1. The College is to be commended for the development of the “3-Year Assessment Plan” because the plan lays the foundations for an assessment effort that measures outcomes at the course, program, and general education levels on an ongoing basis, including in the cycle data collection, feedback, and improvement.
2. The College administration is to be commended for its support of faculty assessment efforts through numerous mechanisms, including support for faculty coordinators and summer support for faculty members and programs engaged in assessment activity.
3. The College is to be commended for its development of the *College Way Assessment Café*. Through its engaging and comprehensive approach, the *Café* has broadened and deepened the culture of assessment across campus.

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

Prepared by: Dan Cecchini-Director of Information Technology  
and Julie Mosier-Purchasing, Procurement and Facilities Scheduling Coordinator

**A. Action Under Consideration**

Award Bid #1310-09-  
Technology Infrastructure to Kirby Nagelhout Construction of Bend, Oregon.

**B. Discussion/History**

The Go Oregon! stimulus program for 1310-09 will go a long way toward protecting the technology infrastructure that COCC instruction and administrative services require to deliver educational services to our students. This project encompasses three significant modernization efforts that will reduce the likelihood of disruption of services or total loss of data systems: electrical, cooling, and fire suppression.

Any significant electrical power disruption to the college's technology systems can cause data loss or system damage, and at a minimum take those services offline while the power is out. Through the Go Oregon! stimulus program, COCC is adding backup generators for three buildings which house the core parts of the college's infrastructure: Pioneer (data servers); Metolius (phones, routers, and firewalls); and Boyle Education Center (Internet connection and satellite feed). These generators will kick-in in the event that power to any of these buildings fails and will provide electricity to keep the infrastructure operational.

Modern technology systems generate excessive heat, yet need to run at cool temperatures to prevent damage or complete failure of the IT data servers. The COCC cooling system that protects its data center is more than 30 years old. Through the Go Oregon! stimulus program, these systems will be upgraded with modern, more reliable equipment.

There are specialized non-water based fire suppression systems that are required to safely protect data center equipment. COCC has never had such systems protecting its technology control areas and plans to install modern fire suppression systems to safeguard those areas in the event of fire.

There were three bids received for the Technology Infrastructure project. Kirby Nagelhout submitted the low responsive bid of \$420,000. The remaining bids ranged from \$433,900 to \$434,000.

**C. Options/Analysis**

Accept the bid and award the contract to Kirby Nagelhout Construction for \$420,000.  
Not accept the bid from Kirby Nagelhout Construction and re-bid the project.

**D. Timing**

Approval at this time will enable the contractor to begin work immediately and complete the project mid-winter. The constraints of the Go Oregon Stimulus Package require prompt execution of this project.

**E. Recommendation**

Be it resolved that the Board of Directors do hereby accept the bid of Kirby Nagelhout Construction for \$420,000 for the Technology Infrastructure project and direct that a contract be executed provided no protest is filed during the 7-day time prior for protesting of the award.

**F. Budget Impact**

There will be no impact to the COCC budget as funds for the project are available through the Go Oregon! Stimulus Package.

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

Prepared by: Jim Middleton-President

**A. Action Under Consideration**

Endorsement of  
“The American Graduation Initiative: Stronger American Skills Through Community Colleges”

**B. Discussion/History**

AACC (American Association of Community Colleges) Summary on the “American Graduation Initiative” – President Obama has proposed a major community college support initiative (see attachment Exhibit: 8.c1), OCCA (Oregon Community College Assn.) has requested that the community colleges consider resolutions of support.

Fifty years ago, President Harry Truman called for a national network of community colleges to dramatically expand opportunities for veterans returning from World War II. Today, faced with rapid technological change and global competition, community colleges are needed more than ever to raise American skills and education levels and keep American businesses competitive. President Barack Obama calls for an additional 5 million community college degrees and certificates by 2020 and new steps to ensure that those credentials will help graduates get ahead in their careers. Together, these steps will cost \$12 billion over the next decade. The administration will pay for them as part of a package that cuts waste out of the student loan program, increases Pell Grant scholarships, and reduces the deficit.

Community colleges are the largest part of our higher education system, enrolling more than 6 million students, and growing rapidly. They feature affordable tuition, open admission policies, flexible course schedules, and convenient locations, and they are particularly important for students who are older, working, need remedial classes, or can only take classes part-time. They are also capable of working with businesses, industry and government to create tailored training programs to meet economic needs such as nursing, health information technology, advanced manufacturing, and green jobs, and of providing customized training at the worksite.

Business and industry play an important role in training the workforce of the future and meeting the on-going demands of the marketplace. Many community colleges are already working with businesses to develop programs and classes ranging from degrees to certified training courses for retraining and on-going training for enhancing skills. For example, Cisco’s Networking Academy is working with community colleges to train students throughout the country on technology-based jobs

and it is expanding this platform to train for broadband infrastructure and health care information technology.

The American Graduation Initiative will build on the strengths of community colleges and usher in new innovations and reforms for the 21st century economy.

**C. Options/Analysis**

Endorse - The American Graduation Initiative.

Do Not Endorse – The American Graduation Initiative.

**D. Recommendation**

Be it resolved that the Board of Directors do hereby endorse

“The American Graduation Initiative” as described in Exhibit: 8.c1.

**E. Budget Impact**

The “American Graduation Initiative, if approved, could bring additional resources to COCC, and the Oregon Community College system - over the next several years.



**THE AMERICAN GRADUATION INITIATIVE:  
STRONGER AMERICAN SKILLS THROUGH COMMUNITY COLLEGES**

*"Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms, but one that helps us thrive and compete in a global economy. It's time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future."*

*- President Barack Obama*

In an increasingly competitive world economy, America's economic strength depends upon the education and skills of its workers. In the coming years, jobs requiring at least an associate degree are projected to grow twice as fast as those requiring no college experience. To meet this economic imperative, President Barack Obama asks every American to commit to at least one year or more of higher education or career training and set a new national goal: by 2020, America will once again have the highest proportion of college graduates in the world.

Today, at Macomb Community College in Michigan, he outlined his plan to reform our nation's community colleges, calling for an additional 5 million community college graduates by 2020 and new initiatives to teach Americans the skills they will need to compete with workers from other nations. He outlined new initiatives to increase the effectiveness and impact of community colleges, raise graduation rates, modernize facilities, and create new online learning opportunities. These steps -- an unprecedented increase in the support for community colleges -- will help rebuild the capacity and competitiveness of America's workforce.

The announcement comes a day after the Council of Economic Advisers released a report describing how the U.S. labor market is expected to grow and develop in the coming years. The CEA described an expected shift toward jobs that require workers with greater analytical and interactive skills and summarized the attributes of a well-functioning education and training system designed for the jobs of the future.

**THE AMERICAN GRADUATION INITIATIVE**

Fifty years ago, President Harry Truman called for a national network of community colleges to dramatically expand opportunities for veterans returning from World War II. Today, faced with rapid technological change and global competition, community

colleges are needed more than ever to raise American skills and education levels and keep American businesses competitive. President Barack Obama called for an additional 5 million community college degrees and certificates by 2020 and new steps to ensure that those credentials will help graduates get ahead in their careers. Together, these steps will cost \$12 billion over the next decade. The administration will pay for them as part of a package that cuts waste out of the student loan program, increases Pell Grant scholarships, and reduces the deficit.

Community colleges are the largest part of our higher education system, enrolling more than 6 million students, and growing rapidly. They feature affordable tuition, open admission policies, flexible course schedules, and convenient locations, and they are particularly important for students who are older, working, need remedial classes, or can only take classes part-time. They are also capable of working with businesses, industry and government to create tailored training programs to meet economic needs such as nursing, health information technology, advanced manufacturing, and green jobs, and of providing customized training at the worksite.

Business and industry play an important role in training the workforce of the future and meeting the on-going demands of the marketplace. Many community colleges are already working with businesses to develop programs and classes ranging from degrees to certified training courses for retraining and on-going training for enhancing skills. For example, Cisco's Networking Academy is working with community colleges to train students throughout the country on technology-based jobs and it is expanding this platform to train for broadband infrastructure and health care information technology.

The American Graduation Initiative will build on the strengths of community colleges and usher in new innovations and reforms for the 21st century economy. It will:

- **Call for 5 Million Additional Community College Graduates:** In February, President Obama called for America to once again lead the world in college degrees by 2020. Affordable, open-enrollment community colleges will play a critical role in meeting that goal. Today, he set a complementary goal: an additional 5 million community college graduates by 2020, including students who earn certificates and associate degrees or who continue on to graduate from four-year colleges and universities.
- **Create the Community College Challenge Fund:** Too often community colleges are underfunded and underappreciated, lacking the resources they need to improve instruction, build ties with businesses, and adopt other reforms. Under President Obama's plan, new competitive grants would enable community colleges and states to innovate and expand proven reforms. These efforts will be

evaluated carefully, and the approaches that demonstrate improved educational and employment outcomes will receive continued federal support and become models for widespread adoption. Colleges could:

- Build partnerships with businesses and the workforce investment system to create career pathways where workers can earn new credentials and promotions step-by-step, worksite education programs to build basic skills, and curriculum coordinated with internship and job placements.
- Expand course offerings and offer dual enrollment at high schools and universities, promote the transfer of credit among colleges, and align graduation and entrance requirements of high schools, community colleges, and four-year colleges and universities.
- Improve remedial and adult education programs, accelerating students' progress and integrating developmental classes into academic and vocational classes.
- Offer their students more than just a course catalog, through comprehensive, personalized services to help them plan their careers and stay in school.

In addition, the initiative will support a new research center with a mission to develop and implement new measures of community colleges' success so prospective students and businesses could get a clear sense of how effective schools are in helping students -- including the most disadvantaged -- learn, graduate, and secure good jobs.

- **Fund Innovative Strategies to Promote College Completion:** Nearly half of students who enter community college intending to earn a degree or transfer to a four-year college fail to reach their goal within six years. The College Access and Completion Fund will finance the innovation, evaluation, and expansion of efforts to increase college graduation rates and close achievement gaps, including those at community colleges. Promising approaches include performance-based scholarships, learning communities of students, professors and counselors, colleges tailored to promote the success of working adults, and funding formulas based on student progress and success as well as initial enrollment. Resources would also be provided to improve states' efforts to track student progress, completion, and success in the workplace.
- **Modernize Community College Facilities:** Often built decades ago, community colleges are struggling to keep up with rising enrollments. Many colleges face large needs due to deferred maintenance or lack the modern facilities and equipment needed to train students in technical and other growing fields. Insufficient classroom space can force students to delay needed courses and

reduce completion rates. President Obama is proposing a new \$2.5 billion fund to catalyze \$10 billion in community college facility investments that will expand the colleges' ability to meet employer and student needs. The resources could be used to pay the interest on bonds or other debt, seed capital campaigns, or create state revolving loan funds.

- **Create a New Online Skills Laboratory:** Online educational software has the potential to help students learn more in less time than they would with traditional classroom instruction alone. Interactive software can tailor instruction to individual students like human tutors do, while simulations and multimedia software offer experiential learning. Online instruction can also be a powerful tool for extending learning opportunities to rural areas or working adults who need to fit their coursework around families and jobs. New open online courses will create new routes for students to gain knowledge, skills and credentials. They will be developed by teams of experts in content knowledge, pedagogy, and technology and made available for modification, adaptation and sharing. The Departments of Defense, Education, and Labor will work together to make the courses freely available through one or more community colleges and the Defense Department's distributed learning network, explore ways to award academic credit based upon achievement rather than class hours, and rigorously evaluate the results.

**COCC Board of Directors  
Committee Assignments for 2009-2010  
(9-9-09)**

<b>Board Member</b>	<b>Choices</b>	<b>Assignments</b>
Joyce Garrett, Chair	OSU Cascades OCCA	OSU Cascades OCCA
Charley Miller, V-Chair	Real Estate College Affairs President's Evaluation	Chair, President's Evaluation Board Self Evaluation Policy Review
Tony Dorsch	Board Self Evaluation Policy	Policy Review Board Self Evaluation
David Ford	Presidents Evaluation Real Estate College Affairs	Real Estate College Affairs
Connie Lee	Policy College Affairs President's Evaluation Keyes Trust ACCT/OCCA (if no one else steps up)	Chair, Policy Review ACCT Representative President's Evaluation
John Overbay	Foundation Board Self Evaluation	Board Self Evaluation, Chair Foundation Real Estate
Don Reeder	Real Estate Anything else	Chair, Real Estate President's Evaluation Keyes Trust
<b>Board Self Evaluation:</b> <ul style="list-style-type: none"> <li>• John Overbay, Chair</li> <li>• Tony Dorsch</li> <li>• Charley Miller</li> </ul>		<b>Policy Review:</b> <ul style="list-style-type: none"> <li>• Connie Lee</li> <li>• Tony Dorsch</li> <li>• Charlie Miller</li> </ul>
<b>President's Evaluation</b> <ul style="list-style-type: none"> <li>• Charley Miller, Chair</li> <li>• Don Reeder</li> <li>• Connie Lee</li> </ul>		<b>Real Estate</b> <ul style="list-style-type: none"> <li>• Don Reeder</li> <li>• David Ford</li> <li>• John Overbay</li> </ul>
<b>Keyes Trust:</b> Don Reeder <b>College Affairs:</b> David Ford <b>OSU Cascades:</b> Joyce Garrett		<b>Foundation:</b> John Overbay <b>OCCA:</b> Joyce Garrett <b>ACCT:</b> Connie Lee