



TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:45 p.m.				
	I. Call to Order			Skatvold
	II. Native Lands Acknowledgement	2a.1*		Skatvold
	III. Roll Call			Alberg
	IV. Agenda Changes			Skatvold
	V. Public Comment			Skatvold
	VI. Consent Agenda***			Skatvold
	1. Regular Meeting Minutes (9.10.25)	6a.1–6*	X	Matthews ^A
	VII. Information Items			
	1. Monthly Budget Status	7a.1–4*		LaLonde ^A
	2. New Hire Reports	7b.1*		Boehme ^A
	3. La Pine High School Update			Olszewski ^P
	4. Artificial Intelligence at COCC	7d.1–18*		Hazlett ^P
	5. 2023–27 Strategic Plan Update	7e.1–16*		Vice Presidents ^P
	6. Strategic Plan: Student Ready–College Update	7f.1–13*		Hamlin/Moore ^P
	VIII. New Business			
	1. Facilities Master Planning Consultant Project	8a.1*	X	LaLonde/ Clawson ^A
	IX. Adjourn to Contract Review Board Meeting			Skatvold
	X. Contract Review Board Meeting			
	1. Public Comment and Testimony			Skatvold
	2. Consider Approving Findings in Support of Exemption From Competitive Bidding for the Redmond Campus Remodel	10a.1–10*	X	LaLonde/ Clawson ^A
	XI. Adjourn to Regular Board Meeting			Skatvold
	XII. Board of Directors' Operations			
	1. Recommended Changes to the Advocacy Committee Charge, 2 nd Reading	12a.1–3*	X	Foote Morgan
	2. Committee Updates			
	a. Advocacy Committee			Foote Morgan
	b. Real Estate Committee			Krenowicz
	3. Board Member Activities			

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XIII. President's Report

Pereira

XIV. Dates

Skatvold

1. Monday, October 13 – Indigenous People's Day Screening of *Uncovering Boarding School* – Wille Hall at 12:00 – 2:00 p.m.
2. Tuesday, October 14 – An Evening with Author Aiden Thomas – Barber Library at 4:30 – 6:30 p.m.
3. Tuesday, October 14 – Chandler Lecture Series: American Foreign Policy in a New Era – Wille Hall at 6:30 – 8:00 p.m.
4. **Wednesday, October 15 – Policy Review Committee Meeting – Remotely via Zoom at 1:00 p.m.**
5. Friday, October 17 – Latinx Heritage Month: Culinary Traditions – Prineville Campus, Room 119 at 4:00 – 6:00 p.m.
6. **October 22 – 25, Association of Community College Trustees Leadership Congress – New Orleans Marriott Conference Center**
7. Thursday, October 23 – Latinx Heritage Month: Mayan Glyphs Workshop – Redmond Technology Education Center (RTEC) at 11:00 a.m. – 1:00 p.m.
8. Friday, October 24 – Latinx Heritage Month: Traditional Healing Practices in Mental Health – Madras Campus, Room 114 at 4:30 – 6:00 p.m.
9. Tuesday, October 28 – Latinx Heritage Month: Lecture and Latin Ensemble Concert – Wille Hall at 11:30 a.m. – 1:00 p.m.
10. Wednesday, October 29 – PACE Fall Regional Training – High Desert Educational School District (ESD) at 12:00 – 4:00 p.m.
11. Wednesday, October 29 – Redmond Economic Development, Inc. News and Brews – RTEC, Room 209 at 4:00 – 6:30 p.m.
12. Wednesday, October 29 – Oregon School Boards Association Legislative Roadshow Meeting – High Desert ESD, Cascade Conference Room at 5:30 p.m.
13. Wednesday, October 29 – Trivia Night co-hosted by the COCC Foundation and the Jefferson Historical Society – New Basin Distillery at 5:30 p.m.
14. **Friday, October 31 – Advocacy Committee Meeting – Remotely via Zoom at 11:00 a.m.**
15. Sunday, November 2 – Chandler Lecture Series: Beautiful Strengths of Indigenous Communities – Wille Hall at 1:00 – 3:00 p.m.
16. **November 5 – 7 – OCCA Annual Conference – Best Western Plus Hood River Inn**
17. Tuesday, November 11 – Closed for Veterans Day
18. **Wednesday, November 12 – Board of Directors' Work Session – Boyle Education Center Boardroom at 4:00 p.m.**
19. **Wednesday, November 12 – Board of Directors' Meeting – Boyle Education Center Boardroom at 5:45 p.m.**

XV. Adjourn

Skatvold

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CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Wednesday, September 10, 2025 – 5:45 PM
Redmond Campus, Building 3, Room 306 /
YouTube

TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:46 p.m.	I. Call to Order			Skatvold
	II. Native Lands Acknowledgement	2a.1*		Skatvold
	III. Roll Call			Alberg
	<u>Board members, staff and guest:</u> Erica Skatvold (Chair), Jim Porter (Vice-Chair), Laura Craska Cooper, Alan Unger, Erin Merz, Erin Foote Morgan, Greg Pereira (President), Zak Boone, Laura Boehme, Alicia Moore, Annemarie Hamlin, Michael LaLonde, Amy Ward, Josh Clawson, Cindy Lenhart, Paul Taylor, Kyle Matthews, Lucas Alberg			
	IV. Agenda Changes			Skatvold
	None.			
	V. Public Comment			Skatvold
	None.			
	VI. Consent Agenda***			Skatvold
	1. Regular Meeting Minutes (7.9.25)	6a.1-9*	X	Matthews ^A
	a. Motion to approve consent agenda.			
	i. 1 st : Alan Unger			
	ii. 2 nd : Erin Merz			
	iii. In favor: Skatvold, Porter, Craska Cooper, Unger, Merz, Foote Morgan			
	iv. Opposed or abstained: none			
	VII. Information Items			
	1. Monthly Budget Status	7a.1-4*		LaLonde ^A
	a. Unger asked where revenues categorized as “transfers in” come from.			
	i. LaLonde said that, in the 2025-26 COCC Budget Document that was distributed at the beginning of this meeting, there is a source that shows where all transfers are made to the general fund.			
	2. New Hire Reports	7b.1-3*		Boehme ^A
	No questions.			
	3. Redmond Campus Update	7c.1-20*		Ward/LaLonde/ Clawson/Lenhart ^P

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- a. Ward presented an update on what has happened at COCC's Redmond campus since the Board's previous visit one year ago. The Veterinary Technician Center now has two cohorts using the facility. Enrollment in courses at the Redmond campus has increased by 8.1% since this point-in-time last year with a total of 92.53 FTE. Student services available on campus include academic advising, library services and the Clothing Connection. A part-time Campus Safety Specialist was recently hired to work on the Redmond campus in the evenings Monday through Thursday. Ward invited the Board to an event hosted by the Redmond Economic Development, Inc. in the Redmond Technology Education Center on October 29.
- b. Lenhart shared a chart of projections for manufacturing employment in Central Oregon through 2032. Central Oregon has a high demand for manufacturing positions, according to the Oregon Employment Department, and COCC has an opportunity to help meet that demand. There are several established industries in the area and new industries are on their way. In order to allow more students to attend COCC's manufacturing programs, the Redmond campus' Manufacturing and Applied Technology Center (MATC) will need to expand to make room for larger classes, provide current industry equipment, comply with ADA regulations, and properly store materials.
- c. Craska Cooper asked how the College's plans to renovate the MATC have changed since they were presented to the Board one year ago.
 - i. Ward said the plans have been revised to allow construction to take place without cancelling classes.
 - ii. Clawson added that faculty feedback has also been taken into account since last year.
- d. LaLonde said the total cost of this project is estimated to be \$8 million. As written in COCC's budget for the 2025-26 fiscal year, the College will contribute \$4 million with a matching grant from Oregon's Higher Education Coordinating Commission. COCC will contribute \$2.3 million this year with \$1.7 million projected for the following year. The project is currently on budget.
- e. LaLonde shared a chart with three growth projections for the manufacturing program. Tuition and program fees will cover about 30% of the project's expenses. The College will gradually increase program fees over the next five years in order for tuition and fees to cover 60% of the project by 2031.
- f. Skatvold asked if the cost of materials have increased due to tariffs or other factors.
 - i. Lenhart said the College is projecting an annual increase in the costs of materials. Some of those costs can be offset by industry partners who donate materials to the College.
- g. Unger asked if the State has already sold the bonds necessary to provide the \$4 million match. LaLonde confirmed this.
- h. Porter asked if the College already has dedicated funds for this project. LaLonde confirmed this.

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- i. Foote Morgan asked if COCC's manufacturing students are also taught soft skills that would make them valuable employees.
 - i. Ward confirmed that these students are taught employability skills like communication, problem solving and safety. They are expected to arrive on-time for classes and be prepared for each assignment. Adult basic skills instructors also provide lessons in writing and mathematics to these students.
- j. Unger asked when construction can begin on this project.
 - i. Clawson explained that there was a resolution included in this meeting's agenda to hire a contractor, but it must be tabled in order to give other contractors a proper notice to respond to the request for proposal.

VIII. New Business

- 1. Request for Proposal for the Redmond Campus Remodel 8a.1-10* X LaLonde/
Clawson^A
 - a. This resolution was tabled in order to allow the appropriate amount of time for contractors to respond to the request for proposal. It will be presented for the Board's consideration at a future meeting.

IX. Board of Directors' Operations

- 1. Fall Retreat Update Skatvold
 - a. The Board retreat took place on September 6. They discussed priorities for Pereira for the coming year.
 - b. Foote Morgan asked when Skatvold would like to receive follow-up thoughts on the retreat from Board members.
 - i. Skatvold said she would send an email prompt to the rest of the Board in the coming days.
- 2. Committee Updates
 - a. Advocacy Committee Foote Morgan
 - i. The Committee plans to draft their advocacy and outreach goals in alignment with the goals that were discussed during the Board's recent retreat. They will present this draft to the Board at a future meeting.
 - ii. Committee members have also contacted Central Oregon's state and federal legislators and invited them to visit COCC's campuses when they are able.
 - b. Audit and Finance Committee Unger
 - i. The Committee met on July 11 with COCC's auditors to discuss this year's audit. Their goal is to complete the audit by November so the College's Board and Budget Committee will have more time to review the results before sending them to the State by the January deadline.
 - c. Policy Review Committee Craska Cooper
 - i. The Committee is working on updating the policies on the roles of the Board's Chair and Vice-Chair, including factors to consider when voting for Board officers for each new fiscal year. They plan to finalize their recommended updates at their next meeting and present them to the Board.

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- ii. The Committee is also working on updates to the Board's policies regarding communication with the President. Pereira has been assisting the Committee by providing his own recommended updates.
 - iii. The Committee is also working on developing an annual policy review schedule to ensure all of the Board's policies are regularly reviewed over a three-year cycle.
- 3. Recommended Changes to the Advocacy 9a.1-3* Foote Morgan
Committee Charge, 1st Reading
 - a. The Committee is recommending changes to its charge for the Board's approval. They focused on advocacy during their first year and would like to add outreach to community members, stakeholders and elected leaders to their charge. They are also recommending removing language from the charge that references their goals for the summer/fall of 2025 and how they will move forward after.
 - b. Unger asked if the proposed updates to the charge would lead to new work items for COCC's staff and students.
 - i. Foote Morgan said that the Committee members have collaborated with Pereira and Alberg on creating routine communication about how State and federal legislation are affecting community colleges, and to ensure the Board's advocacy goals align with those of the Oregon Community College Association and the Association of Community College Trustees.
- 4. Board Committee Appointments 9b.1-5* Skatvold
 - a. Skatvold and Porter received preferences from each Board member and discussed the results before assigning roles.
 - b. There were no objections or questions for these assignments.
- 5. Board Member Activities
 - a. Erin Foote Morgan
 - i. July 11: Audit and Finance Committee meeting
 - ii. August 1: Advocacy Committee meeting
 - iii. August 11: Meeting with Rep. Janelle Bynum's staff and Pereira
 - iv. September 5: Meeting with Pereira
 - v. September 6: Board Fall retreat
 - vi. September 9: Community gathering with Pereira
 - b. Laura Craska Cooper
 - i. July 23 and August 13: Policy Review Committee meetings
 - ii. July 31 and August 28: Meetings with LaLonde
 - iii. August 1: Advocacy Committee meeting
 - iv. August 26: Oregon Public Broadcasting local leadership dinner
 - v. September 2: Meeting with Pereira
 - vi. September 6: Board Fall retreat
 - vii. September 9: Community gathering with Pereira
 - c. Alan Unger

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- i. July 11: Audit and Finance Committee meeting
- ii. July 23 and August 13: Policy Review Committee meetings
- iii. September 6: Board Fall retreat
- iv. September 9: Community gathering with Pereira
- d. Erin Merz
 - i. August 1: Advocacy Committee meeting
 - ii. August 1: Meeting with Pereira
 - iii. September 6: Board Fall retreat
 - iv. September 9: Community gathering with Pereira
 - v. Plans to attend the Chandler Lecture Series event on October 2
- e. Jim Porter
 - i. July 11: Meeting with Skatvold and Pereira
 - ii. July 12: Meeting with Skatvold
 - iii. August 1: Meeting with Pereira
 - iv. September 2: Meeting with Skatvold
 - v. September 6: Board Fall retreat
- f. Erica Skatvold
 - i. July 11 and August 20: Meetings with Porter and Pereira
 - ii. July 12, 15, 16 and 18 and August 13: Calls with Porter
 - iii. July 14 and 18 and September 8 and 9: Calls with Pereira
 - iv. July 14 and 18: Calls with Foote Morgan
 - v. July 14 and 18: Calls with Merz
 - vi. July 14 and 18: Calls with Joe Krenowicz
 - vii. July 14 and 18: Calls with Craska Cooper
 - viii. July 14 and 18: Calls with Unger
 - ix. July 23 and August 13: Policy Review Committee meetings
 - x. September 6: Board Fall retreat

X. President's Report

Pereira

1. Pereira said the community gathering on September 9 was a great opportunity to meet with members of the community.
2. Enrollment for the point-in-time as of Monday before this meeting, which was 18 days before start of term, saw a 5.3% increase in headcount and 2.5% increase in FTE. Pereira plans to participate in several upcoming student orientation activities, including advising and registration for new incoming students the day after this meeting.
3. Pereira gave opening remarks at the Traditional Healthcare Workers' Summit on July 9 at COCC's Redmond campus. He also toured the campus on August 22 and observed welding and CNC classes taking place.
4. Pereira attended a new faculty orientation the day before this meeting. COCC's All-Campus Kickoff took place on the day of this meeting on COCC's Bend campus. All of COCC's benefited employees were invited to participate.

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XI. Dates**Skatvold**

1. Thursday, September 18 – Wickiup Hall
Move-In at 8:30 a.m. – 4:30 p.m. (volunteers welcome)
2. September 29 – October 5 – The Week Without Driving Campaign
3. Tuesday, September 30 – COCC Foundation's Feast at the Old Mill Fundraiser – Anthony's at the Old Mill at 5:30 – 8:00 p.m.
4. Wednesday, October 8 – Board of Directors' Meeting – La Pine High School Library at 5:45 p.m.

XII. Adjourned to Executive Session at 6:59 p.m.**Skatvold**

ORS 192.660 section 2, subsection d, Labor Negotiations
ORS 192.660 section 2, subsection f, to consider information or records that are exempt by law from public inspection

XIII. Adjourn to Open Session**Skatvold****XIV. Open Session****Skatvold****XV. Adjourn****Skatvold**

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Central Oregon Community College
Monthly Budget Status
Highlights of August 2025 Financial Statements

Cash and Investments

The College's operating cash balances currently total \$23.3 million. The August average yield for the Local Government Investment Pool is 4.6 percent, the same as the prior month.

General Fund Revenues

Tuition and fee revenues increased \$1.16 million in August 2025 compared to the prior month. The College received the first quarter of State Aid for the fiscal year.

General Fund Expenses

The expenses through August 2025 include the majority of the required budgeted inter-fund transfers-out for the fiscal year. The remaining \$6.6 million transfer out will be made to support the Madras build at the completion of the project.

Budget Compliance

All appropriation categories are within budget.

Central Oregon Community College
Monthly Budget Status
August 2025

08-Oct-25

<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	\$ 24,330,000	\$ -	\$ (24,330,000)	0.0%	0.0%
Prior Taxes	283,000	155,230	(127,770)	54.9%	33.7%
Tuition and fees	22,430,000	7,659,126	(14,770,874)	34.1%	35.5%
State Aid	13,279,000	3,206,546	(10,072,454)	24.1%	24.1%
Program and Fee Income	100,000	-	(100,000)	0.0%	0.0%
Interest & Misc. Income	974,000	-	(974,000)	0.0%	0.9%
Transfers-In	5,588,744	2,868,000	(2,720,744)	51.3%	2.2%
Total Revenues	\$ 66,984,744	\$ 13,888,902	\$ (53,095,842)		
Expenses by Function					
Instruction	\$ 28,154,525	\$ 2,138,201	\$ 26,016,324	7.6%	7.1%
Instructional Support	5,554,985	701,180	4,853,805	12.6%	12.9%
Student Services	7,883,478	975,231	6,908,247	12.4%	10.4%
College Support	7,475,399	1,237,494	6,237,905	16.6%	13.1%
Campus Services	6,140,941	936,431	5,204,510	15.2%	14.8%
Information Technology	7,947,140	1,329,477	6,617,663	16.7%	21.5%
Financial Aid	200,000	10,366	189,634	5.2%	13.0%
Contingency	1,000,000	-	1,000,000	0.0%	0.0%
Transfers-Out	19,070,532	12,445,532	6,625,000	65.3%	100.6%
Total Expenses	\$ 83,427,000	\$ 19,773,912	\$ 63,653,088		
Revenues Over/(Under) Expenses	\$ (16,442,256)	\$ (5,885,010)	\$ 10,557,246		

Central Oregon Community College
Monthly Budget Status
August 2025

8-Oct-25

	<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	\$ 6,152,755	\$ 1,191,794	\$ (4,960,961)	19.4%	19.6%
Expenses	<u>6,087,037</u>	<u>538,310</u>	<u>5,548,727</u>	8.8%	8.7%
Revenues Over/(Under) Expenses	\$ 65,718	\$ 653,484	\$ 587,766		
Grants and Contracts Fund					
Revenues	\$ 6,034,347	\$ 509,508	\$ (5,524,839)	8.4%	4.7%
Expenses	<u>6,738,055</u>	<u>818,246</u>	<u>5,919,809</u>	12.1%	7.8%
Revenues Over/(Under) Expenses	\$ (703,708)	\$ (308,738)	\$ 394,970		
Capital Projects Fund					
Revenues	\$ 23,234,020	\$ 10,572,192	\$ (12,661,828)	45.5%	14.9%
Expenses	<u>24,338,954</u>	<u>3,772,306</u>	<u>20,566,648</u>	15.5%	6.4%
Revenues Over/(Under) Expenses	\$ (1,104,934)	\$ 6,799,886	\$ 7,904,820		
Enterprise Fund					
Revenues	\$ 5,349,792	\$ 520,911	\$ (4,828,881)	9.7%	26.8%
Expenses	<u>7,655,167</u>	<u>3,980,875</u>	<u>3,674,292</u>	52.0%	29.0%
Revenues Over/(Under) Expenses	\$ (2,305,375)	\$ (3,459,964)	\$ (1,154,589)		
Auxiliary Fund					
Revenues	\$ 6,504,732	\$ 2,652,972	\$ (3,851,760)	40.8%	34.5%
Expenses	<u>9,749,773</u>	<u>1,168,249</u>	<u>8,581,524</u>	12.0%	9.0%
Revenues Over/(Under) Expenses	\$ (3,245,041)	\$ 1,484,723	\$ 4,729,764		
Reserve Fund					
Revenues	\$ -	\$ -	\$ -	0.0%	0.0%
Expenses	<u>25,000</u>	<u>-</u>	<u>25,000</u>	0.0%	0.2%
Revenues Over/(Under) Expenses	\$ (25,000)	\$ -	\$ 25,000		
Financial Aid Fund					
Revenues	\$ 22,103,924	\$ 856,025	\$ (21,247,899)	3.9%	5.1%
Expenses	<u>22,171,067</u>	<u>657,090</u>	<u>21,513,977</u>	3.0%	4.1%
Revenues Over/(Under) Expenses	\$ (67,143)	\$ 198,935	\$ 266,078		
Internal Service Fund					
Revenues	\$ 85,000	\$ 8,666	\$ (76,334)	10.2%	0.0%
Expenses	<u>94,000</u>	<u>5,623</u>	<u>88,377</u>	6.0%	10.0%
Revenues Over/(Under) Expenses	\$ (9,000)	\$ 3,043	\$ 12,043		
Trust and Agency Fund					
Revenues	\$ 18,200	\$ 4,823	\$ (13,377)	26.5%	51.3%
Expenses	<u>75,000</u>	<u>-</u>	<u>75,000</u>	0.0%	0.0%
Revenues Over/(Under) Expenses	\$ (56,800)	\$ 4,823	\$ 61,623		

08-Oct-25

Central Oregon Community College

Cash and Investments Report

As of August 31, 2025

College Portfolio	Operating Funds	Trust/Other Funds
Cash in State Investment Pool		
4089 - General operating fund	\$ 21,596,124	
3624 - Robert Clark Trust		\$ 402,005
6729 - Redmond Expansion		\$ 4,164,710
August Average Yield 4.6%		
Cash in USNB	\$ 1,694,484	
Cash on Hand	\$ 4,600	
Total Cash	<u>\$ 23,295,208</u>	<u>\$ 4,566,715</u>



Central Oregon Community College
Board of Directors
New Hires Report
Date of Hire: September 1-30, 2025

Name	Hire Date	Job Description	Department
Classified Full-Time			
Martinez-Escobar, Mia Cyan	9/8/2025	Bookstore Food Buyer/Retail	Bookstore
Classified Part-Time			
Luttrull, Jennifer Elaine	9/16/2025	Academic Lab Specialist	Biological Science
Temporary Hourly			
Sw igit, Zoe Lynn	9/2/2025	Bookstore Cashier I	Bookstore
Payne, Amanda Heather	9/2/2025	Nursing Lab Attendant	Nursing
Grotsky, Alyssa Rene	9/3/2025	Bookstore Cashier I	Bookstore
Brow n, M Maihem	9/8/2025	Bookstore Cashier I	Bookstore
Blount, Lia	9/15/2025	Writing Tutor II	Tutoring and Testing
Boone, Emily	9/15/2025	Nursing Tutor II	Tutoring and Testing
Groener, Sophie Pow ers	9/15/2025	Writing Tutor II	Tutoring and Testing
Whitlow , Cody Ryan	9/15/2025	Instructional Assistant	Manufacturing Processes
Shapen, Morgan	9/15/2025	Nursing Lab Attendant	Nursing
Fairchild, Elisabeth Grace	9/17/2025	Writing Tutor III	Tutoring and Testing
O'Farrell, Michael	9/17/2025	CFI Non-Instructional	Aviation Program
O'Farrell, Michael	9/17/2025	Basic Flight Instructor	Aviation Program
Cookson, Lily A	9/18/2025	Bookstore Cashier I	Bookstore
Von Helmbrecht, Heinrich Eugen	9/18/2025	Temp Digital Production	End User Services
Abbott, Jeffrey Michael	9/22/2025	Instructional Assistant LMT	Licensed Massage Therapy
McConnell, Robert Scot	9/22/2025	Instructional Assistant	Automotive
Ralph, Brendon Alan	9/22/2025	Instructional Assistant	Manufacturing Processes
Molony, Mary Siobhan	9/22/2025	Instructional Assistant LMT	Licensed Massage Therapy
Purrington, Justin Nicholas	9/23/2025	Instructional Assistant	Fire Science
Tow ers, David Scott	9/25/2025	Instructional Assistant	Emergency Medical Services
Weber, Zachry	9/29/2025	ITS Services Support	End User Services

Recommendations on the Ethical Use of Artificial Intelligence at Central Oregon Community College

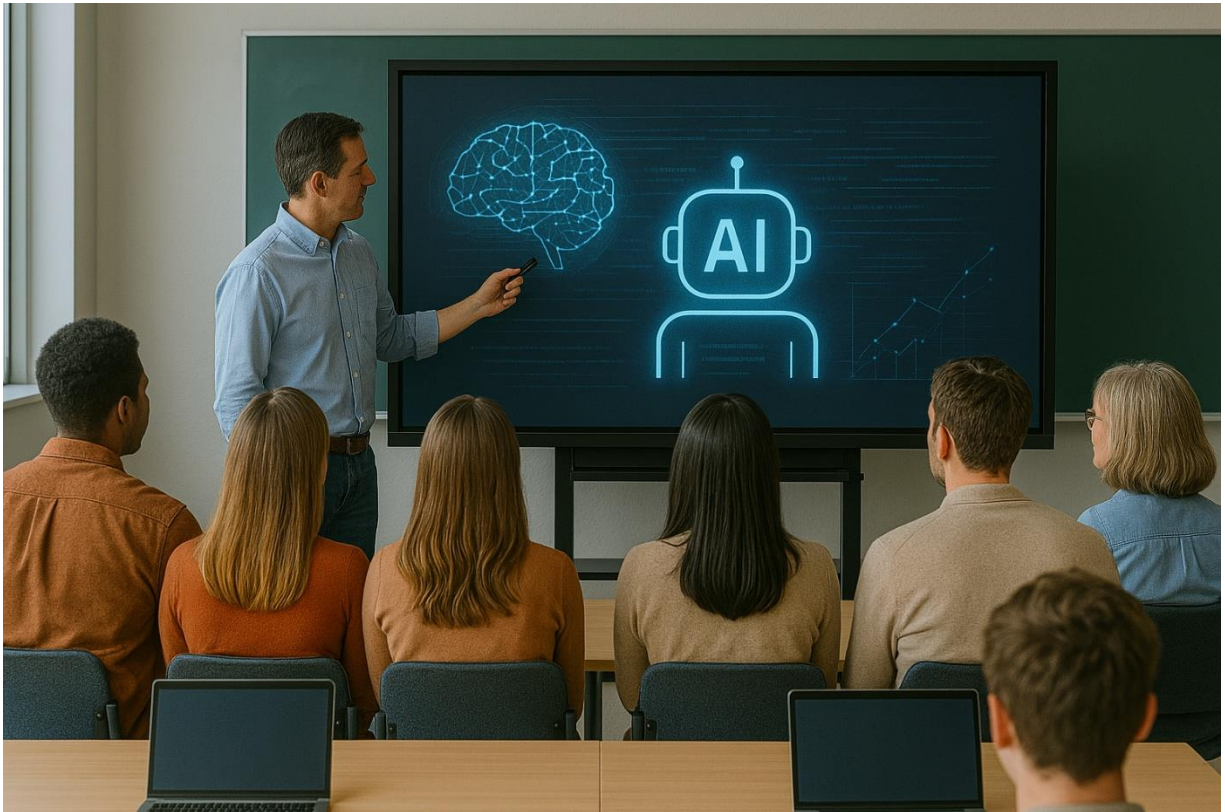


Figure 1: Image generated using OpenAI, ChatGPT 4o on April 7, 2025

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Philosophy

Central Oregon Community College (COCC) acknowledges the evolving landscape of artificial intelligence (AI) and AI's potential to enhance data management and insight generation while preserving the unique rhetorical and experiential dimensions that define human engagement. We also recognize that AI, while capable of processing and generating vast amounts of information, lacks the capacity alone for nuanced judgment, emotional intelligence, and the depth of understanding that arises from lived experience. Human interaction, creativity, and critical thinking remain foundational to education, and COCC is dedicated to ensuring that AI complements rather than substitutes these essential elements, while also being mindful of the associated risks of AI, including bias, misinformation, environmental concerns, and ethical dilemmas.

Therefore, COCC is committed to the responsible exploration and application of AI tools across all academic and administrative departments. COCC upholds the belief that authentic education is rooted in human discourse and in the irreplaceable value of human collaboration in fostering a learning environment that prioritizes reflection, ethical reasoning, and dynamic problem-solving. This commitment ensures that AI is used in a manner that aligns with and supports COCC's values as well as the broader mission of higher education—to cultivate critical thinkers, ethical leaders, and engaged global citizens. By integrating AI responsibly, COCC seeks to preserve the richness of academic discourse while leveraging AI's capabilities to enhance, rather than diminish, the development of human expertise and insight.

Risks and Concerns

Along with the promises of AI comes limitations, biases, and ethical concerns that should be taken into consideration when using and adopting this technology. Alongside college policies, principles, and values, the following context around AI's deficiencies and faults should be given careful review:

Environmental Impact: As this technology is still relatively in its infancy, it is difficult to accurately estimate the impact AI will have on the climate crisis. What is known, however, is that the large computer power of AI [significantly contributes to carbon emissions](#), requires a great deal of [resources like water and minerals that contribute to scarcity](#), and places these environmental burdens on areas already [disproportionately vulnerable to climate change](#). COCC has made a significant commitment to sustainability and responsible stewardship of our natural environment, and reconciling this value with responsible AI use that minimizes harm will be required to move forward. COCC acknowledges this impact and will respect any decision to utilize AI. However, as a widely held value, users are encouraged to consider their AI use through a lens of necessity.

Bias and Discrimination: Likewise, another COCC value and community principle is diversity and equity, which is a [known issue](#) for AI. The corpus used to train AI models reflects biases that exist in society, and AI doesn't just reflect but can also perpetuate and amplify discriminatory stereotypes, with [harmful, real-world consequences](#). The bias present in AI can also exacerbate marginalization, relying on data that already overrepresents certain cultural groups at the expense of ignoring and condensing others.

Worker Displacement: One promise of AI is removing the burden of repetitive tasks for greater productivity and efficiency in the workplace. However, that promise is also a concern for many employees whose departments or roles could be downsized or outright replaced.

Worker Exploitation: Conversely, while AI is often thought of as a human-free enterprise that can replace human workers, the vast underbelly of AI relies on [labor-intensive efforts performed by underpaid, exploited workers across the global south, in refugee camps, and prisons around the world](#). Referred to as "digital sweatshops," workers often earn below minimum wage in their countries to refine, label, and train AI to ensure responses on platforms like ChatGPT don't churn out gibberish for users.

Misinformation and Inaccuracy: Any reliance on AI comes with the risk that misinformation, inaccuracies, and unsupported claims could make their way into completed work. While AI is rapidly changing and improving, [one 2023 study](#) using ChatGPT-4 found that

approximately 20% of generated citations were hallucinations, and of the real citations, 25% contained substantial errors. Without transparency into confidence levels of outputs and with the ability to intentionally manipulate models to generate false or misleading information, there are serious negative implications for how people trust, verify, and interact with information.

Loss of Skill and Voice: At its core, the purpose of education is to teach learners to think intensively and critically. Over-reliance on AI can undermine this goal and interfere with the learning and teaching processes. Despite the presence of calculators, we teach children basic math skills for a reason; understanding the basics is essential for understanding advanced concepts and achieving long-term growth. AI is definitely faster, but fundamentally, students are not pursuing higher education just to get from Point A to Point B. Brainstorming, polishing, and summarizing, among other processes that can be farmed out to AI, are methods that give students the opportunity to learn how to think and develop expertise. Experts are able to distinguish truth from falsehoods, bring flexibility and creativity to problem-solving, make connections to and identify important concepts from various sources, and develop a voice and process unique to them. AI has the potential to stifle originality, and students could either fail to learn or forget how to perform essential skills or the rationale behind them. This concern is not limited to the classroom. There exist many functions at COCC where the unique rhetoric of human input is necessary. These functions rely on the interpersonal connections of colleagues to further their work. Feedback on work, debate around campus issues, and the vetting of job applicants, for example, rely on the spontaneous, authentic, and genuine input from real people. The loss of these voices to AI renders the work of the college flat and lifeless when it must maintain the robust anima of human input.

Plagiarism, Intellectual Property, and Copyright: Significant complications arise when discussing how to address issues of academic honesty, sourcing AI, and the data used to train models. Unsettled issues include: Is it possible to provide an ethical attribution to AI when copyrighted material was used to train models without the creators' consent; can you copyright work that used AI to generate content; are students plagiarizing when they use AI to generate or refine content; among many other questions that have no easy answers. Additionally, faculty who employ tools for detecting AI-generated text risk inaccurate accusations of use, which are [often biased against non-native English writers](#).

Privacy: The need for large data sets to train AI is a known requirement, and, as with any substantial collection of data, there are risks for privacy breaches and unauthorized use of personal information. Little is known about how private, confidential, or personal data is collected, stored, and utilized, and individuals have little recourse, or even knowledge, about

when their data has been shared in this way. COCC should be cautious about using AI in any way where de-identified student information could be re-identified.

Transparency: It is difficult to parse how current AI models train, interpret, use, and protect data. As a consequence of this underlying complexity and lack of transparency, the stated risks around Bias and Discrimination, Worker Exploitation, Misinformation and Inaccuracy, Plagiarism, Intellectual Property, Copyright, and Privacy are difficult to identify, and there are limited options for accountability.

Legal and Reputational Risks to COCC: If COCC employees use AI that produces biased or false information, there is a potential that the college could be exposed to legal liability or reputational damage. For example, if AI-generated communications or customer service interactions are not reviewed by a person with expertise and provide inaccurate or otherwise embarrassing information to a student. Or if AI exacerbates biases in hiring or admissions processes .

Greater Existential Concerns: Outside of these specific risks, more generally, [some experts have expressed concern](#) that the rapid development of AI could lead to unpredictable and potentially dangerous outcomes, and there needs to be greater regulation and safeguards before proceeding with large-scale adoption.

As a result of the outlined uncertainties of how AI might impact our institutional policies, principles, and values, this task force believes it is imperative that robust policies are instituted at various levels to mitigate these risks. The recommendations included in this report can allow COCC to provide leadership to our community in using AI in a meaningful, intentional manner while minimizing inherent risks.

Policy Recommendations

General Guidelines: Central Oregon Community College expects all community members to follow these guidelines when using AI tools

Procuring AI Tools/Software: Contact Central Oregon Community College Information Technology Services (ITS) before purchasing (or acquiring for free) AI products or products that rely on AI to operate. Central Oregon Community College Information Technology Services (ITS) will validate the product and verify that contract language does not introduce undue risk to the college. This process ensures compliance with data protection regulations and minimizes the risk of unauthorized access.

Individuals must follow the [G-22-0 Acceptable Use of Information Technology Resources](#) policy.

Input Restrictions: Do not input any confidential or personal information into AI tools except when permitted by validated contract language and security controls approved by Central Oregon Community College Information Technology Services (ITS). This includes sensitive data such as student records, staff details, and other proprietary information. AI should be regarded as a third party to which FERPA regulations apply. Protect Intellectual Property (IP) rights and ensure inputs and outputs comply with copyright, patent laws, and data protection regulations.

Confirming Output Accuracy: Verify the accuracy of information generated by AI tools before relying on it. AI-generated content can be inaccurate, biased, or entirely fabricated (sometimes called "hallucinations"). Users are responsible for ensuring the reliability of AI-generated information before its use in academic or administrative work.

Bias and Fairness: Evaluate whether AI tools' inputs and outputs produce decisions with potential bias. Do not rely on outputs indicating possible bias or discrimination. Regular assessments should be conducted to ensure AI models promote fairness and do not perpetuate inequalities.

Use Disclosure: Individuals should disclose the use of AI tools when producing any written materials or other work products. Be transparent if you rely on AI outputs to ensure academic and professional honesty.

Intellectual Property Compliance: Intellectual property (IP) is the legal rights guaranteed to creators over their original work, in the form of patents, copyrights, trademarks, and trade secrets. There are two considerations of IP when it comes to AI: that of the user and that of the AI itself. Users must adhere to academic integrity guidelines by not presenting AI-generated outputs as their own original work. Documenting the use of AI tools (e.g., specifying which tool

was used and how it was used) can strengthen ownership claims and protect your intellectual property rights. Review the terms and conditions of any AI tool you use to understand the ownership rights of the generated output. Many AI models are trained on data with varying copyright and IP statuses, and the legal implications of this are still evolving. Consider using AI tools trained solely on licensed, public domain, or your own data whenever possible. Be aware that any information you input into an AI tool, including confidential or copyrighted material, may be used to train the model, potentially becoming part of its dataset and potentially accessible to other users. Always use AI tools responsibly and ethically, respecting the intellectual property rights of others.

Malicious Content Prohibition: Do not use AI tools to generate malicious content like malware, viruses, or other harmful software. Such actions violate ethical standards and can cause significant harm to individuals and organizations.

Training Data Opt-Out: Where possible, request AI systems not to use your inputs for further training of the AI model. This can help protect sensitive or proprietary data from being utilized without consent.

Syllabus Inclusion: Instructors must state their expectations regarding AI in their syllabus at the beginning of the semester. They may provide a list of approved AI tools for their courses at the start of the term. Statement examples are provided below.

Specific Guidelines for Administrators: Handling Sensitive Information: Administrators must not use AI to process sensitive student or payment data. Entering such data into AI systems can lead to regulatory violations and data breaches.

Prohibition on Prompts for Disclosure: Administrators are prohibited from prompting AI systems to disclose sensitive information. This ensures compliance with data protection regulations and maintains the integrity of the institution's information security protocols.

AI For Academics

While AI has myriad uses for students and instructors, it will become increasingly important to ensure that students are engaging with authentic learning experiences here at COCC. The use of AI in academic contexts is a complex and evolving issue. In general, the college advocates for the authentic education of students, regardless of the specific tools used.

While AI offers powerful tools for students and instructors alike, its integration into academics must prioritize authentic learning experiences that foster critical thinking, creativity, and personal growth. We recognize that AI can support learning by enhancing research, aiding in problem-solving, and offering new ways to approach complex concepts. However, it is essential that AI complements rather than replaces the development of foundational skills, original thought, and subject mastery.

Student Responsibilities: Students are expected to understand and follow the AI guidelines specific to each course. Faculty may have different expectations for AI use, so it's important to review syllabi carefully to stay in line with course requirements. Ignoring these guidelines can lead to academic integrity violations. ([Section G 33.3 in the GP Manual](#))

Specific Guidelines for Students

Using AI for Research: Students can use AI tools to assist with research, but they must verify the accuracy of AI-generated content. All outputs need to be critically evaluated and cross-checked with credible, peer-reviewed sources. Relying on AI alone without verification is not acceptable.

Transparency and Academic Integrity: Any use of AI in academic work must be clearly disclosed, including how it was used (e.g., brainstorming, drafting, summarizing). Failing to properly attribute AI-generated content may be considered plagiarism. When unsure, consult your instructor for proper citation guidelines.

Developing Critical Thinking: AI tools can support tasks like summarizing and idea generation, but students are expected to engage deeply with their work. Over-reliance on AI can hinder the development of independent thinking and problem-solving skills, which are essential in both academic and professional settings.

Creating and Training AI Models: Students creating or training AI models must follow ethical guidelines, ensure data privacy, and address biases in their work.

Data Privacy: Use only legally sourced data and avoid including personally identifiable information (PII) unless proper consent has been obtained.

Bias and Fairness: Be aware of potential biases in training data and work to develop models that promote fairness, inclusivity, and ethical decision-making.

Transparency and Documentation: Keep detailed records of how AI models are created, including data sources, methodologies, and any ethical considerations involved.

Following these guidelines not only upholds COCC's academic standards but also helps students build the digital literacy and ethical reasoning needed to succeed in an AI-driven world.

Faculty Guidelines for the Integration of AI in Pedagogy

Clarify the Pedagogical Purpose: Critically assess whether the integration of AI in assignments is intended to facilitate skill development and deep learning, or if its use is primarily aimed at optimizing performance metrics.

Promote Equity and Access: Formulate strategies to ensure equitable access to AI resources, thereby mitigating potential disparities among students who may have differential availability of such technologies.

Mandate Transparent Disclosure: Establish explicit protocols regarding the disclosure of AI usage in academic work to foster a culture of transparency and academic integrity.

Design Resilient Assignments: Analyze the extent to which assignments can be executed through AI assistance, and accordingly modify the design of these tasks to preserve the integrity of the learning process.

Foster Critical and Independent Thinking: Deliberate on how AI may influence cognitive engagement by potentially substituting for critical analysis. Accordingly, delineate clear guidelines that define acceptable AI usage to ensure that students actively engage in higher-order thinking.

Encourage Metacognitive Reflection: Implement pedagogical practices that prompt students to critically reflect on their learning processes, particularly in the context of employing AI systems, thereby enhancing self-regulated learning.

Example Syllabus statements

Instructors must include a syllabus statement about AI use in their courses. Four sample statements are provided below.

Instructors may choose to:

1) Use one of these statements to outline their expectations for student use of AI in their course,

Or

2) Draft their own course policy outlining their expectations for student use of AI. This statement should clearly specify the instructors' expectations of AI use and highlight examples of proper and improper use, and any steps/procedures students must follow to align with the instructor's expectations.

Sample Syllabus AI Use Statements

The following are suggested examples of possible syllabus statements instructors may use, revise, or use as a guideline for their own syllabi.

Faculty may consider a Preamble statement acknowledging AI:

"Academic integrity is paramount. Submitting work generated by AI as your own without proper attribution constitutes academic dishonesty and will have serious consequences. The primary goal of this course is to develop your own critical thinking, problem-solving, and communication skills. AI tools should be used to support and enhance these skills, not replace them.

If you use any AI tools in your coursework, you are expected to be transparent about their use. This may include acknowledging the use of AI tools in your work, such as stating 'This essay was assisted by ChatGPT for brainstorming and grammar checking,' and reflecting on how the AI tool helped or hindered your learning process."

The instructor should provide specific guidelines for the use of AI tools for each assignment. These guidelines may vary depending on the nature of the assignment, the learning objectives, and the specific skills being assessed.

Violations of an AI use policy may result in disciplinary action, including but not limited to grade penalties and referral to the Office of Student Life. Instructors should outline the course of action in these cases of academic dishonesty.

The following statements each highlight various levels of AI use. Instructors are welcome to use these statements directly, revise them according to their own class, or develop their own statement.

A) "This course recognizes the emergence of Artificial Intelligence (AI) tools like ChatGPT and their potential to both enhance and hinder learning. While their use may be beneficial for certain tasks, it is crucial to understand their limitations and potential biases.

Allowed Uses (with guidance):

- Brainstorming and idea generation: AI tools can be helpful in exploring different perspectives and generating initial ideas.
- Outline creation: AI can assist in organizing thoughts and structuring arguments.
- Drafting and editing: AI can help identify grammatical errors, improve sentence structure, and refine the clarity of your writing.

Important Considerations:

- Critical evaluation: Always critically evaluate the output of AI tools for accuracy, bias, and relevance to the assignment.
- Original thought: AI tools should be used as a support tool, not to replace your own original thinking and analysis.
- Proper attribution: If you use any specific text or ideas generated by AI, you must properly cite the source (e.g., "Assisted by ChatGPT").
- Ethical considerations: Be mindful of the ethical implications of using AI, such as potential biases in the data used to train the models.

Prohibited Uses:

- Submitting AI-generated work as your own: This constitutes academic dishonesty and will not be tolerated.
- Using AI to complete assignments without any further analysis or critical engagement.

I encourage you to discuss any questions or concerns you have about AI use in this course with me. We can explore how to effectively and ethically utilize these tools to enhance your learning experience."

B). "The use of Generative AI (GenAI) tools in this course may be permitted for specific assignments or tasks at the instructor's discretion.

- If GenAI use is permitted: Clear instructions will be provided in the assignment guidelines, including: * Permitted GenAI tools (if applicable) * Acceptable uses of the

tools (e.g., brainstorming, drafting, editing) * Requirements for documenting the use of GenAI (e.g., citing sources, submitting drafts)

- If GenAI use is prohibited: Students are explicitly prohibited from using GenAI tools to complete any part of the assignment.

Academic Integrity:

Submitting work generated by GenAI without explicit instructor permission constitutes academic dishonesty. This may result in disciplinary action, including but not limited to: * Grade penalties * Referral to the Office of Student Life.

If you have any questions or doubts regarding the use of GenAI in this course, please consult with the instructor."

C). "The use of Generative AI (GenAI) tools may be considered for certain tasks in this course, such as:

- Brainstorming and idea generation: AI can be used to explore different perspectives and generate initial ideas.
- Drafting and editing: AI can be used as a writing assistant to help with grammar, punctuation, and sentence structure.

Important Considerations:

- GenAI output is not original work: AI-generated text, images, or code should not be submitted as your own original work.
- Proper citation is crucial: If you use any information or ideas generated by AI, you must properly cite the AI tool used (e.g., "Assisted by ChatGPT").
- Critical evaluation is essential: Always critically evaluate the output of AI tools for accuracy, bias, and relevance.
- Focus on learning: The primary goal is to learn and demonstrate your own understanding of the course material, not to rely solely on AI.

Prohibited Uses:

- Submitting AI-generated work as your own.
- Using AI to complete assignments without any further analysis or critical engagement.
- Using AI to circumvent learning objectives or academic expectations.

If you have any questions or concerns about the appropriate use of AI in this course, please do not hesitate to discuss them with me."

D). “Allow only original student work and never GenAI “

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you’ve completed for previous courses or are developing for other courses this term also should not be submitted for this course.

In accordance with COCC's Academic Honesty policy, if I believe you’ve handed in work created in whole or in part by GenAI tools used without permission, I may submit a report of suspected academic misconduct to the Office of Student Life, and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!”

Use of AI Detection Tools:

- AI detection tools carry the risk of false positives, mistaking human-written text for AI-generated content, and should be used with caution. These tools should serve as guidelines rather than definitive grading metrics.

To ensure academic integrity for all students, it is essential that faculty clearly and explicitly define how AI tools can and cannot be used in their courses. Encouraging the ethical, practical, and sustainable use of AI can help students develop skills for engaging in a world increasingly reliant on AI systems while preserving the intellectual rigor and student learning within their courses at COCC.

Conducting Primary Research Guidelines:

For faculty or students working with faculty who conduct primary research using human subjects, it is essential to follow all ethical guidelines outlined in federal, state, and COCC’s Institutional Review Board regulations. These regulations are broad and can be applied to AI use in research generally, but agencies have not provided updates specific to AI ethical concerns. As a result, when planning research protocols, faculty should address the following ethical considerations:

- Participant data are not stored in or shared with AI programs that would link individual participants with the research. Data should be anonymous or de-identified to protect confidentiality, regardless of the level of risk associated with disclosure.
- Account for potential risks of using AI in your research, particularly in subject matter areas that may have a direct impact on human welfare (i.e., healthcare, criminal justice, etc.). These risks should be documented as part of your informed consent process for participants.

- Researchers are responsible for ensuring AI-produced information is accurate, reproducible, complete, and/or compliant with regulatory requirements or industry standards.
- Prior to using AI, researchers are responsible for understanding that AI's methodology is used to perform tasks, make decisions, and/or draw conclusions. This methodology should be transparent, particularly in regard to the data used by the model.
- Always disclose when, where, and how AI was used in the research process.

If you have questions about how AI fits into ethical research practices or IRB regulations, contact irb@cocc.edu.

RECOMENDATIONS

COCC Committee on Artificial Intelligence

The purpose of this Advisory Committee, as a subcommittee of College Affairs, is to primarily serve as an educational, advisory, and support resource for the college and its employees and students. Additionally, this committee will serve as the steward of COCC's AI ethical policies. As COCC is committed to the responsible exploration and application of AI tools across all academic and administrative departments and for our students, this committee serves as a resource for enacting and embodying that commitment.

This Committee is charged with:

- Recommend and maintain AI policies for the College;
- Support College Departments to develop their AI-related policies and practices;
- Work with and consult with ITS to recommend AI tools and technologies for the College, as well as to recommend tools and technologies to avoid.
- Continue to research AI and provide information through training, workshops, and educational materials for the College.
- Consult on cases of academic dishonesty where AI is involved, as requested by Student Services

This nonvoting advisory committee shall consist of 5-7 members and should be composed of:

- 1 representative from Administrative Employees (determined by SLT?)
- 2 representatives from Classified Employees
- 2 representatives from Faculty Employees (determined by Faculty Forum)
- 1 permanent or ongoing representative from IT or E-Learning

Syllabus Statements: Instructors must include a clear AI use statement on their syllabus as part of their course policies.

Digital Literacy Outcome and Core Competency: It is recommended that the college adopt a) a digital literacy outcome for students, which would include AI literacy as a component, and/or b) develop a core competency across various disciplines that highlights AI ethics.

Academic Honesty Statement: It is recommended that the Academic Honesty policy be revised to explicitly include AI use as a form of academic dishonesty when utilized in defiance of an instructor's classroom policies.

DEFINITIONS

General AI

Artificial Intelligence (AI): The simulation of human intelligence processes by machines or computer systems. This broad definition encompasses a wide range of capabilities, from basic decision-making to complex reasoning and problem-solving.

Artificial Neural Networks (ANNs): Computational models inspired by the structure and function of the human brain. They consist of interconnected nodes ("neurons") organized in layers that process information and learn from data.

Deep Learning: A subset of ML that utilizes artificial neural networks with multiple layers to learn complex patterns in data. Deep learning has been instrumental in achieving breakthroughs in areas like image recognition, natural language processing, and speech recognition.

Machine Learning (ML): A subset of AI that allows systems to learn and improve from experience without being explicitly programmed. ML algorithms use statistical techniques to identify patterns in data and make predictions or decisions based on those patterns.

Generative AI

Diffusion Models: A class of generative models that gradually "diffuse" noise into a desired output, such as an image or a piece of text.

Generative Adversarial Networks (GANs): A type of generative model that involves two competing neural networks: a generator that creates new data and a discriminator that tries to distinguish between real and generated data.

Generative AI: A type of AI that can create various forms of content, such as text, images, music, and code. It utilizes machine learning models, often deep learning models, to generate new data instances that resemble the training data.

Large Language Models (LLMs): A powerful type of generative AI model trained on massive amounts of text data. LLMs can understand, generate, and translate human language, and can be used for a wide range of tasks, including text summarization, question answering, and creative writing. (e.g., GPT-3, Gemini, Bard)

Key Concepts

AI Safety: Research and development aimed at ensuring that AI systems are safe and beneficial for humanity.

Bias in AI: AI systems can reflect and amplify biases present in the data they are trained on, leading to unfair or discriminatory outcomes.

Ethical Considerations: The ethical implications of AI development and deployment, including privacy, safety, fairness, and accountability.

Explainability: Understanding how an AI model arrives at a particular decision or generates a particular output.

2023 – 27 Strategic Plan Year Two Mission Fulfillment Report: Update

Board of Directors' Meeting
October 2025



CENTRAL OREGON
community college

Student-Ready College

COCC welcomes all students by addressing their individual needs and helping them achieve their goals.

Indicators:

Fall-to-Winter Retention

Fall-to-Fall Retention

Graduation Rates

Transfer Rates



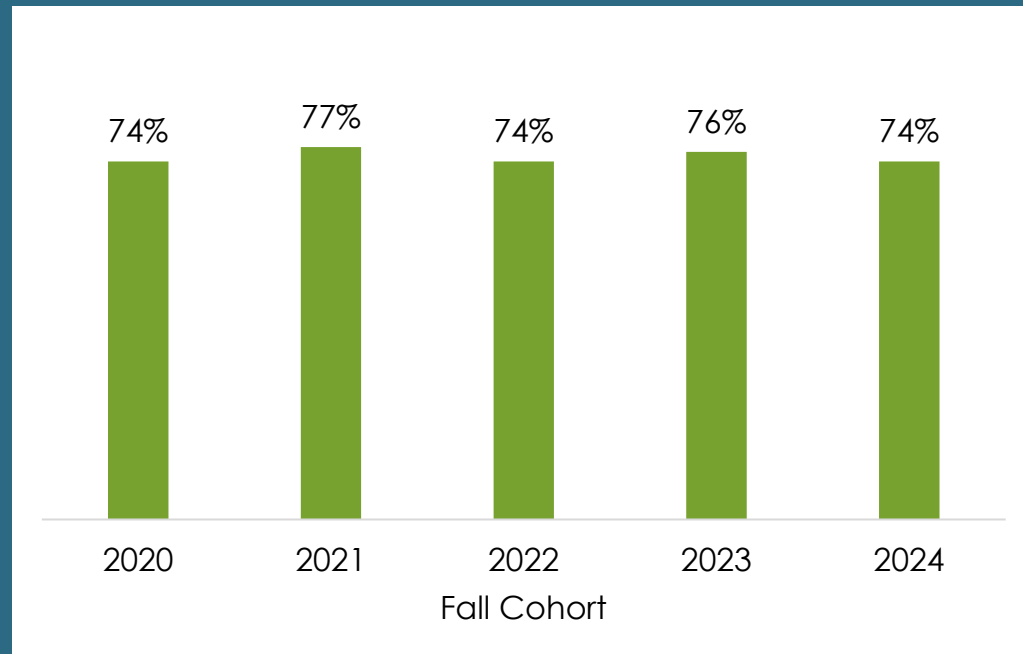
CENTRAL OREGON
community college



STUDENT-READY COLLEGE

7e.3

Fall-to-Winter Retention



Target

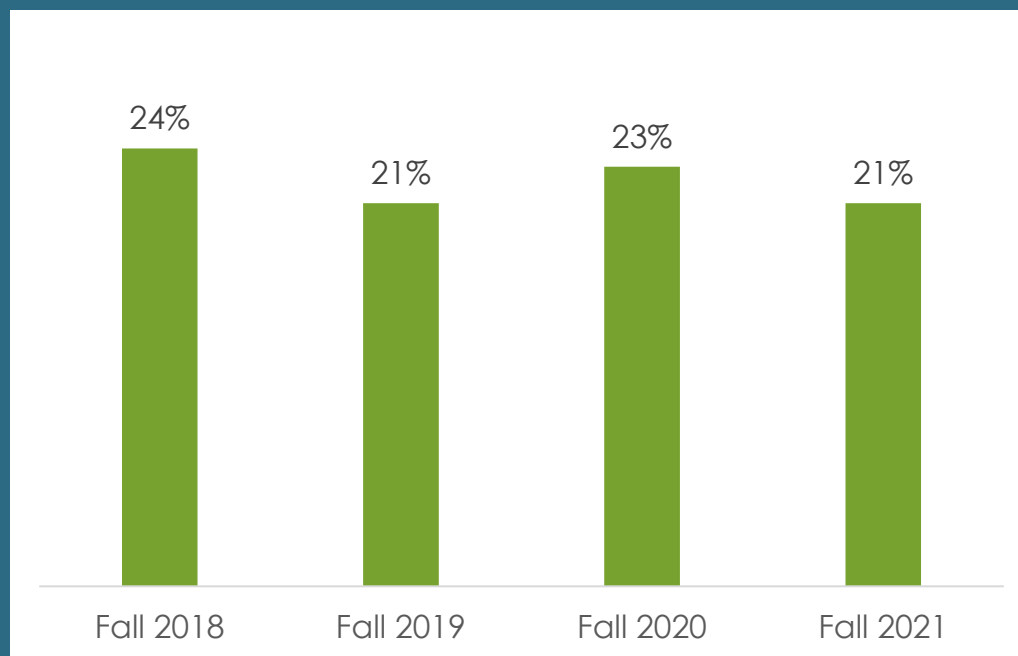
	Original	Updated		
	2023-24	2024-25	2025-26	2026-27
Met	74% or greater	74% or greater	74% or greater	75% or greater
Almost Met	71 – 74%	71 – 74%	71 – 74%	72-75%
Not Met	Below 71%	Below 71%	Below 71%	Below 72%



STUDENT-READY COLLEGE

7e.4

Graduation Rate



Target

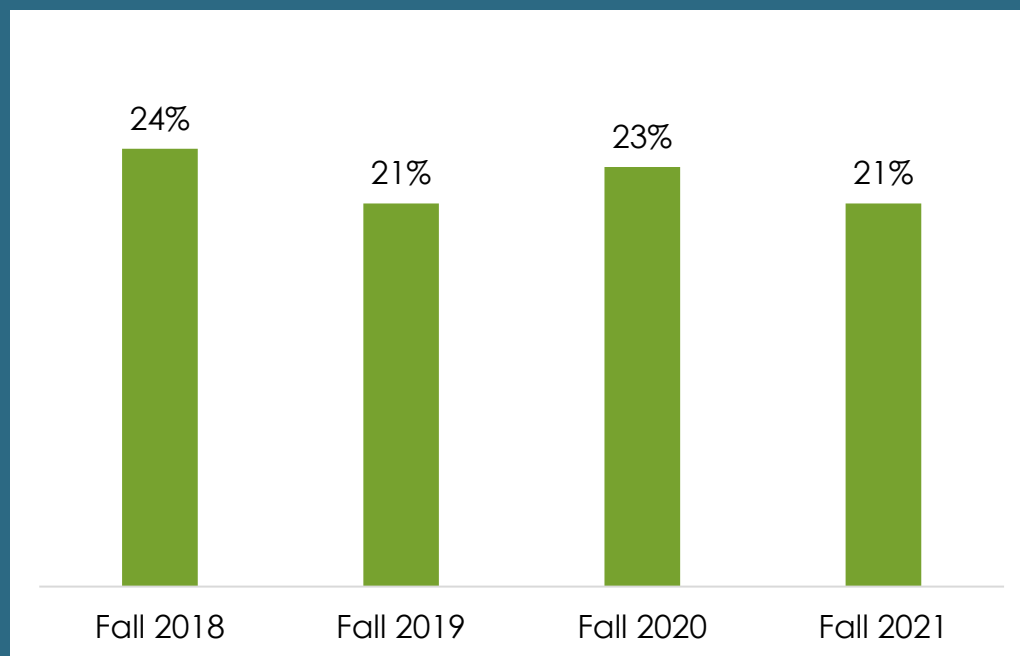
	Original	Updated		
	2023-24	2024-25	2025-26	2026-27
Met	23% or greater	26%+	27%+	28%+
Almost Met	21 – 23%	22 – 25%	23 – 26%	24 – 27%
Not Met	Below 21%	Below 22%	Below 23%	Below 24%



STUDENT-READY COLLEGE

7e.5

Transfer Out Rate



Fall 2022 cohort data available in late fall 2025

Target

	Original	Updated		
	2023-24	2024-25	2025-26	2026-27
Met	23% or greater	24%+	25%+	27%+
Almost Met	21 – 23%	22 – 24%	23 – 25%	24 – 26%
Not Met	Below 21%	Below 22%	Below 23%	Below 24%

Access

COCC expands access by providing students with equitable opportunities and the resources needed to achieve their goals.

Indicators:

In-District Penetration Rate

In-District Tuition & Fees

Underrepresented Students

Online Courses and Programs



CENTRAL OREGON
community college



In-District Penetration Rate

Academic Year	District Population	COCC Enrollment	Penetration Rate
2021-22	210,845	11,837	5.8%
2022-23	218,492	12,041	5.6%
2023-24	224,915	12,661	5.8%
2024-25	233,178	13,058	5.6%

Target

	Original	Updated		
	2023-24	2024-25	2025-26	2026-27
Met	5.5%	5.8%	5.9%	6.0%
Almost Met	5 – 5.4%	5.4 – 5.7%	5.5 – 5.8%	5.6 – 5.9%
Not Met	Below 5.0%	Below 5.4%	Below 5.5%	Below 5.6%

Community Engagement

COCC engages with and responds to the needs of the communities we serve.

Indicators:

College-Sponsored Events

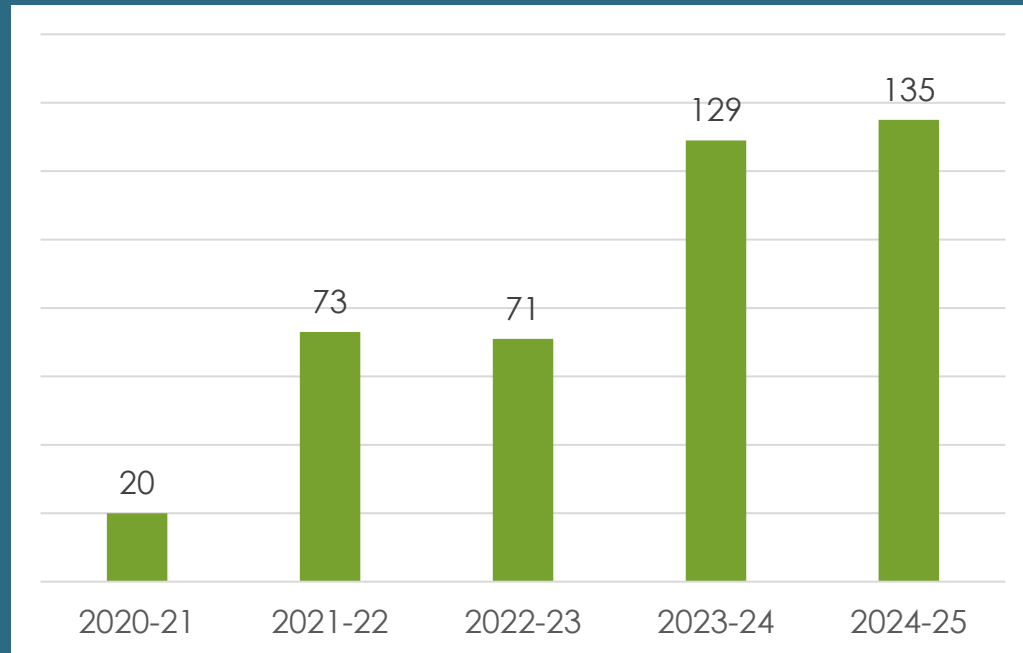
Workforce & Education Partnerships



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College-Sponsored Events



Targets

	2023-24	2024-25	2025-26	2026-27
Met	75+	78+	80+	82+
Almost Met	65-74	68-77	70-79	72-81
Not Met	64 or below	67 or below	69 or below	71 or below

Workforce Development

COCC develops and aligns educational opportunities with regional workforce needs and industry standards.

Indicators:

Students: Headcount and Completions
Offerings: Classes, Certificates and Degrees



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Workforce Update

Education Definition

- State-approved career technical education program or course
- Includes apprenticeship, non-credit training certificates, certificates and associate degrees

Training Definition

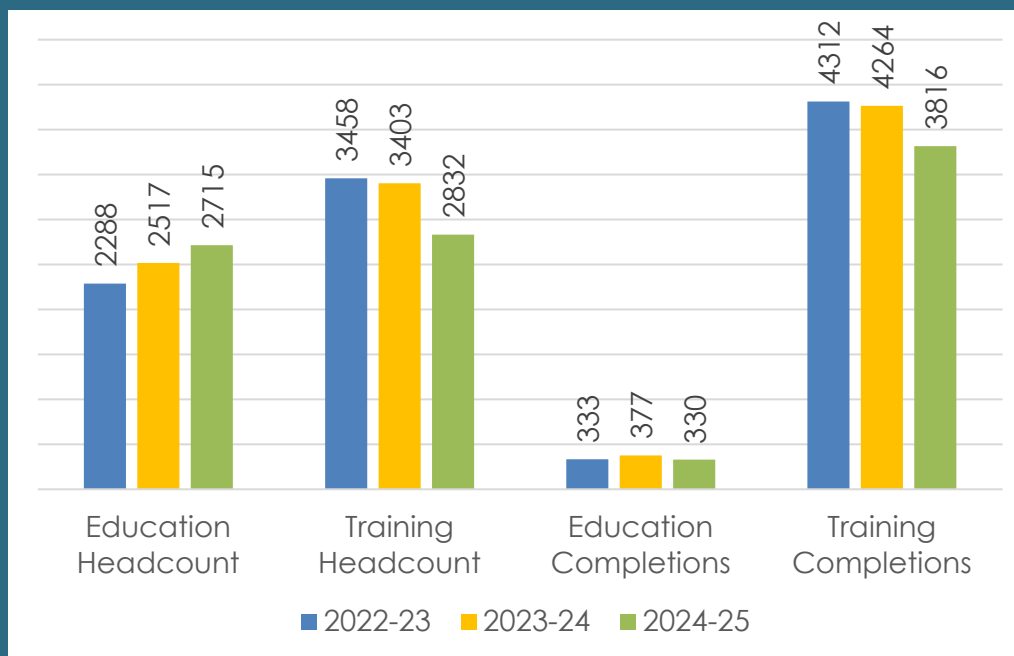
- Standalone courses that are not part of a full program
- Supplementary courses to support professional growth
- Workforce related adult continuing education courses



WORKFORCE DEVELOPMENT

7e.12

Workforce Students: Headcount & Completion



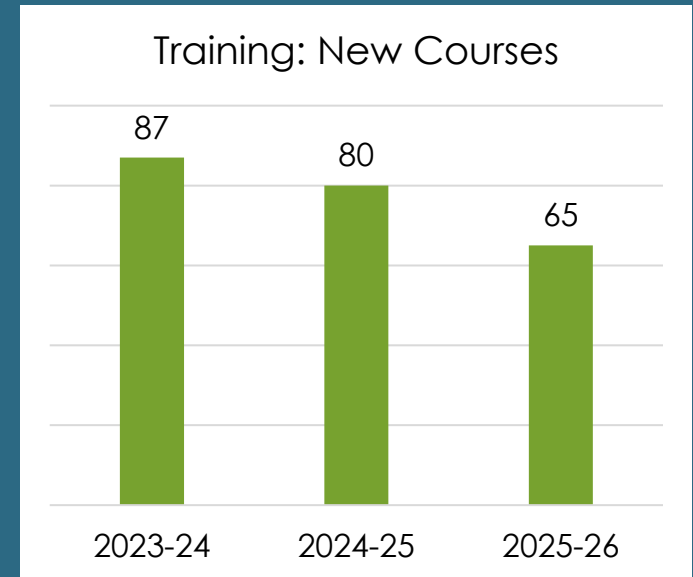
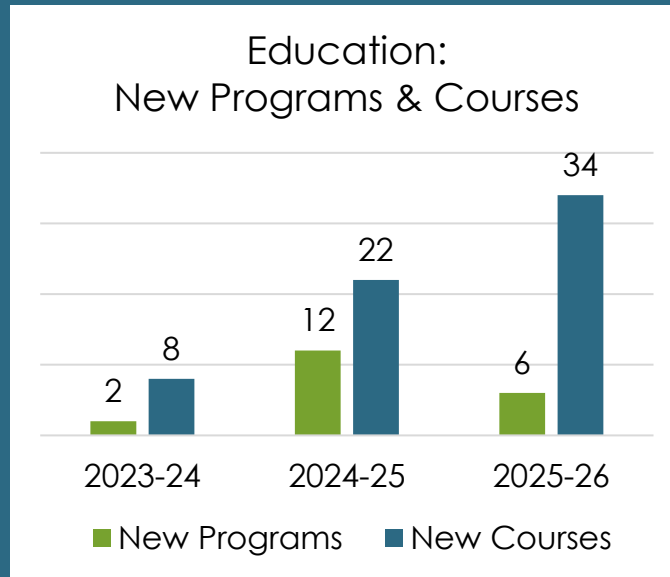
Targets

Met (3 of 4 criteria); Almost Met (2 of 4 criteria); Not Met (0 or 1 criterion)			
Education Headcount	Training Headcount	Education Completion	Training Completion
+3-5%	+1.5-3%	+1-2%	+1.5-3%



WORKFORCE DEVELOPMENT

Workforce Offerings: New Courses and Programs



Targets

	Education Programs	Education Courses	Training Courses
2023-24	2	8	87
2024-25	+5	+10	+3
2025-26	+3	+5	+3
2026-27	+3	+5	+3

Met: 3+ sub-indicators; Almost Met: 2; Not Met: 0 or 1

College Sustainability

COCC creates processes and systems to foster a high-quality and operationally sustainable work, learning, and natural environments.

Indicators:

President's Climate Leadership Commitment

Employee Turnover Rate

Employee Awards, Recognitions, Celebrations
and Professional Development



CENTRAL OREGON
community college



President's Climate Leadership Commitment (Greenhouse Gas Emissions)

		Target	% Change
Scope 1	Emissions from an organization's controlled sources (vehicles, buildings)	-3.4%	-7.0%
Scope 2	Emissions from purchased energy	-3%	-13.0%
Scope 3	All other indirect emissions (supply chain, waste disposal)	0	-1.5%

Target

	2022 Baseline	2023 Actual	2024 Actual	2024 Target	2025 Target	2026 Target
Scope 1	3,150.64	2,528.43	2,350.46	-3.4%	-3.4%	-3.4%
Scope 2	4,450.39	3,752.82	3,264.88	-3%	-3%	-3%
Scope 3	3,694.48	2,598.46	2,559.01	0	0	0



THANK YOU!

Thank you!

Institutional Effectiveness:

Brynn Pierce
Chris Egertson

Reimagine our Future: 2023 – 27 Strategic Plan

Goal: Student-Ready College Year Three Update

Board of Directors' Meeting
October 2025



CENTRAL OREGON
community college



GOAL

Student-Ready College

COCC welcomes all students by addressing their individual needs and helping them achieve their goals.



STUDENT-READY COLLEGE INDICATORS

7f.3

Indicators

Fall-to-Winter Retention
Fall-to-Fall Retention
Graduation Rates
Transfer Rates

Student-Ready College Action Project

Guided Pathways



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community college



STUDENT-READY COLLEGE ACTION PROJECTS

7f.5

Guided Pathways 1.0

Clarify their Education Path
Choose a Education Path
Stay on a Education Path
Ensure Learning on the Path

Guided Pathways 2.0

Ask – Connect – Inspire - Plan



STUDENT-READY COLLEGE ACTION PROJECTS

7f.6

Education Pathways



HEALTH SCIENCES



**PUBLIC SERVICES
& EMERGENCY**



**SOCIAL SCIENCE,
BEHAVIORAL SCIENCE
& EDUCATION**



**TRANSPORTATION,
INDUSTRIAL TRADES &
APPRENTICESHIP**



**SCIENCE,
TECHNOLOGY,
ENGINEERING & MATH**



**NATURAL
RESOURCES**



**HUMANITIES,
FINE ARTS &
COMMUNICATION**



**BUSINESS,
HOSPITALITY
& CULINARY**



STUDENT-READY COLLEGE ACTION PROJECTS

7f.7

Guided Pathways Work Groups

- New Student Communication
- Bobcat Welcome
- Academic Advising
- Bobcat Orientation
- Trailhead Courses
- Pathway Leads



STUDENT-READY COLLEGE ACTION PROJECTS

7f.8

But we couldn't do it without:

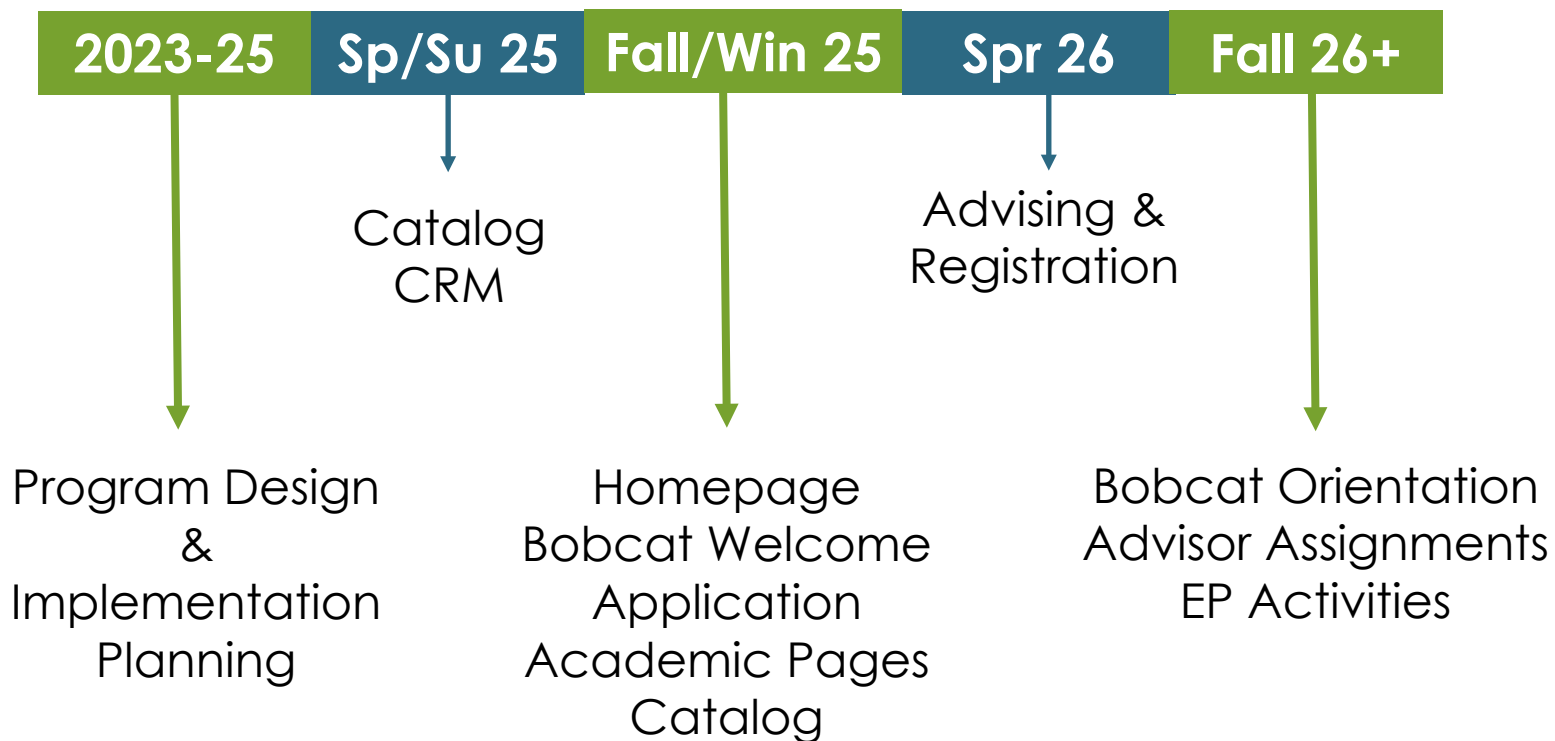
- Customer Relationship Management System
- Admissions Application
- Web Redesign
- All-College Kickoff Activity
- Assessment



STUDENT-READY COLLEGE ACTION PROJECTS

7f.9

Implementation Timeline





STUDENT-READY COLLEGE ACTION PROJECTS

And, *WOAH*, we really couldn't do it without . . .

Abhay Ghiara
Anthony Violissi
Sarah Fuller
Sarah Baron
Cindy Lenhart
Diane Pritchard
Jesse Seiden
Roxie Supplee
Tyler Hayes
Aimee Metcalf
Amy Knudsen
Dan Alberghetti
Katie Foltz
Kayleen Schweitzer
Seth Johnson
Sharon Bellusci
Buffy Stoll Turton
Diana Kalanquin
Diane Pritchard
JJ Shew
Julie Downing
Tony Russell
Kara Rutherford

Sarah Moussa-Hale
Steve Broadbent
Tyler Hayes
Yasuko Jackson
Alan Nunes
Buffy Stoll Turton
Christopher Hazlett
Lindsay Buccafurni
Lucas Alberg
Michel Waller
Sarah Fuller
Sharla Andresen
Steve Broadbent
Anne Zmyslinski-Seeling
Emma Chaput
Eric Weller
Heather Mundwiler
Jessica Giglio
Brynn Pierce
Tom Barry
Helen Wiersma-Koch
Jaclyn Taie

Venus Nguyen
Joanna Larsen
Stephanie O'Bryan
Krissa Harris
Murray Godfrey
Jamie Rougeux
Jessie Seiden
Julie Downing
Sofia Stranieri
Laura Unverzagt
Anthony Rosso
Jenny Cruikshank
Stacey Donohue
Andria Woodell
Shannon Waller
Jacquie Coe
Thor Erickson
Brian Keechle
Rebecca Franklin
Roxie Supplee
Cassie Tobey

Student-Ready College Action Projects

Adult Learner Recruitment & Retention



CENTRAL OREGON
community college



STUDENT-READY COLLEGE ACTION PROJECTS

7f.12

Current Activities

- Adult learner focused images
- Academic program maps
- Consistent course scheduling
- Credit for Prior Learning
- Online programs
- Corequisite support courses in math and writing
- Outreach to stop-out students



STUDENT-READY COLLEGE ACTION PROJECTS

7f.13

Current Activities, cont.

- Removal of debt holds on transcripts
- Common Course Numbering
- Major Transfer Maps (MTM)
- Basic needs support
- Seeking grant opportunities to support specialty populations



Central Oregon Community College Board of Directors: Resolution

Subject	Master Planning Consultant
Strategic Plan Initiatives	College Sustainability
Prepared By	Michael LaLonde, Angie Anderson-May, and Joshua Clawson

A. Background

Per COCC General Policy G-1-8.3.3, the Facilities Master Planning Committee, a Strategic Plan Action Committee under the direction of Michael LaLonde, is requesting Board of Directors approval to proceed with Facilities Master Planning consultant project.

The Facilities Master Planning Committee issued a public RFP for master planning consultant services in RFP #1614-25. COCC received proposals from Opsis Architecture, Mahlum Architecture, and Steele and Associates. The committee carefully evaluated the proposals, conducted an in-person interview, and unanimously concluded that the proposal provided by Mahlum Architecture was the best value for the College.

The Board is asked to consider approval for the Facilities Master Planning Committee to proceed utilization of existing funds of \$297,500 toward an updated Facilities Master Plan.

B. Options/Analysis

The current Facilities Master Plan expires in 2028, a new comprehensive and detailed master plan covering a five-year planning horizon is needed starting in 2027. The plan includes a high-level outline for an additional five-year period ending in 2037, providing strategic direction and flexibility to guide longer-term decision making.

C. Timing

Following Board approval, an architectural services contract will be sent to Mahlum architecture, followed by a four-phase project schedule starting in November 2025, and concluding in October 2026.

D. Budget Impact

Existing budget for the project is included in the Capital Projects budget

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors approves the use of existing Capital Projects funds toward the development of a Facilities Master Plan developed by Mahlum Architecture.

**FINDINGS IN SUPPORT OF AN EXEMPTION FROM COMPETITIVE BIDDING,
AND AUTHORIZING USE OF THE CONSTRUCTION MANAGER / GENERAL
CONTRACTOR ALTERNATIVE CONTRACTING METHOD FOR THE CENTRAL
OREGON COMMUNITY COLLEGE, REDMOND CAMPUS BUILDING 3 MATC
EXPANSION PROJECT**

The Central Oregon Community College (“COCC”) Board of Directors (the “Board”), acting as COCC’s local contract review board, is considering a proposed exemption from the competitive bidding requirements for public improvement contracts to procure Construction Manager / General Contractor (“CM/GC”) services needed for the expansion and renovation of the Manufacturing and Applied Technology Center (“MATC”) located in Building 3 at COCC’s Redmond Campus (the “Project”). ORS 279C.335(1) requires, with certain exceptions, that public improvement contracts be awarded through the solicitation of competitive bids. However, ORS 279C.335(2) permits the Board, upon the approval of specified findings, to exempt a public improvement contract from those competitive bidding requirements.

The findings below are submitted in support of a resolution by the Board exempting the Project from the competitive bidding process and authorizing use of the Request for Proposals (“RFP”) alternative contracting method for the selection of a Construction Manager/General Contractor the CM/GC.

Project Background/Description

Building 3, constructed in 1998, is a 34,300 square foot Pre-Engineered Metal Building (“PEMB”) which houses COCC’s Manufacturing and Applied Technology Center, and offers certificates in Machining, Welding, CNC Operator, Manufacturing Technician, and other manufacturing career pathway certificates. The Project will add 13,271 square feet to the existing PEMB for additional manufacturing and applied technology education space. This planned expansion will enable COCC to increase the number of students we are able to serve to meet growing industry needs. The added space will consist of relocated welding and CNC labs, an enlarged tool room, student lockers, restrooms, and storage/mechanical areas. The remodel of the existing PEMB consists of enlarging machine milling area, adding a product design classroom, adding a quality control classroom, and improved circulation throughout the space. Exterior work includes removing and relocating the main entry walkway and plaza, as well as adding an outdoor material storage area, small building for welding gases, outdoor welding area (partially covered, if budget allows), new fencing around the facility, new trash enclosure, and additional parking and sidewalks.

Recommended Construction Delivery Method

Construction Manager / General Contractor is a delivery method in which the CM/GC functions as a member of the project team with the contracting agency, the architect/engineer, and other contractors and consultants employed by the contracting agency. The Project team believes that this method is appropriate for the Project because the CM/GC will be brought on during the pre-construction phase to review and analyze the Project design for the purpose of: (1) suggesting design changes to minimize potential errors, delays, unexpected costs and other problems during the construction phase; (2) recommending means by which the Project’s functionality may be achieved safely, reliably, efficiently and at the lowest overall cost; (3) improving the Project’s

value and quality; and (4) reducing the time needed to complete the Project. At the end of the preconstruction phase, the CM/GC prepares a guaranteed maximum price (“GMP”) proposal for COCC’s acceptance. If COCC chooses to proceed with the Project’s construction phase, following negotiation of the GMP proposal, the CM/GC’s services may also include: (i) establishing the Project’s construction schedule; (ii) constructing portions of the Project and subcontracting portions to other contractors; (iii) providing construction management and oversight; and (vi) performing other construction-related services in accordance with the terms of the CM/GC’s contract with COCC.

Finding 1: The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

The CM/GC will be selected through a competitive request for proposals (“RFP”) process in accordance with open and impartial procedures authorized by the Board. Pursuant to ORS 279C.360, the CM/GC procurement and RFP solicitation will be formally advertised by public notice in the Daily Journal of Commerce and the Bend Bulletin, in addition to placement on COCC’s procurement page and with Central Oregon Builders Association, to maximize exposure. Interested contractors may submit written proposals in response to the RFP, and competition will be encouraged. After the proposals are submitted, the evaluation process will include the following steps:

- a) Proposals will be checked for completeness and compliance with the minimum requirements listed in the RFP. Complete and responsive proposals will then be evaluated under the criteria stated within the RFP.
- b) Proposals will be evaluated by the Evaluation Committee.
- c) Members of the Evaluation Committee will independently score the proposals. The independent scores of each committee member will be combined into overall scores for each proposer.
- d) The Evaluation Committee will identify the highest scoring proposers in the competitive range. If there is a clear choice at this stage negotiation with that firm will be initiated. If there are multiple competitive proposals those short-listed proposers will be invited for interviews.
- e) The Evaluation Committee will conduct interviews with the short-listed proposers.
- f) The Evaluation Committee will score the interviews, and these scores will be combined with the written proposal scores to yield a total score for each of the short-listed proposers. Based upon these final scores, the Evaluation Committee will rank the proposers and provide an award recommendation.

The proposals and interviews, if any, will be evaluated based on predetermined criteria identified in the RFP, as required by ORS 279C.337 and the Attorney General’s Model Public Contracting Rules (the “Model Rules”). Proposers will be notified of the apparent

successful proposer, and unsuccessful proposers will have an opportunity to protest the award of the contract in accordance with the Model Rules. COCC will enter into contract negotiations with the highest-ranking proposer. Should negotiations fail, COCC will have the right to negotiate with the lower-ranking firms, in descending order based on their evaluation rankings. Project subcontractors will be selected through an open competitive bidding process, which will be specified in the CM/GC contract and monitored by COCC. The CM/GC contract will also require that work that the CM/GC intends to self-perform must be competitively bid through the same process.

The evaluation criteria may include, but are not limited to, each proposer's: firm and personnel experience on similar projects, adequacy of equipment and physical plant, sources of supply, availability of key personnel, financial capacity, past performance, safety records, project understanding, proposed methods of construction, proposed milestone dates, references, the ability to respond to the technical complexity or unique character of the project, analyze and propose solutions or approaches to complex project problems, analyze and propose value engineering options, analyze and propose energy efficiency measures or alternative energy options, coordinate multiple disciplines on the project, effectively utilize the time available to commence and complete the improvement, overhead and profit fee and any other mark-up; proposer's experience with constructing education and manufacturing facilities, and modification of pre-engineered metal buildings; proposer's experience with sustainable construction; construction experience on a constrained site; demonstrated ability of the contractor and key personnel to work in a harmonious and non-adversarial manner with the owner, architect of record, engineers, and other stakeholders, including neighboring property owners, utilities, local governments and regulators; and related matters that could affect the cost or quality of the work.

Finding 2: Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to COCC.

In making this finding, ORS 279C.335(2)(b) requires that COCC consider type, cost and amount of the contract and, to the extent applicable to the Project, the following:

- (A) How many persons are available to bid;
- (B) The construction budget and the projected operating costs for the completed public improvement;
- (C) Public benefits that may result from granting the exemption;
- (D) Whether value engineering techniques may decrease the cost of the public improvement;
- (E) The cost and availability of specialized expertise that is necessary for the public improvement;
- (F) Any likely increases in public safety;
- (G) Whether granting the exemption may reduce risks to the contracting agency . . . or the public that are related to the public improvement;
- (H) Whether granting the exemption will affect the sources of funding for the public improvement;

- (I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;
- (J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;
- (K) Whether the public improvement involves new construction or renovates or remodels an existing structure;
- (L) Whether the public improvement will be occupied or unoccupied during construction;
- (M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and
- (N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Because the CM/GC is selected early in the design process, there is typically not enough design completed for a firm bid; however, on a technically complex project with an aggressive schedule, the CM/GC method offers several benefits that could lead to a lower overall project cost. The CM/GC will participate in the preconstruction phase of the work, allowing it to obtain a more complete understanding of the Project scope, the architect's and engineer's design intent, and COCC's operational needs. This will alleviate some of the financial risk to COCC and the reduced risk will likely result in cost savings. As noted above, the Project involves modification and expansion of a PEMB. This will require frequent constructability review during the design phase of the Project, which can best be performed by a contractor. The ongoing input from COCC, architect/engineer, and the CM/GC into the design can result in fewer design errors or omissions. Another area in which the CM/GC method can potentially provide a major benefit to the Project is the avoidance of costly changes. Areas of uncertainty can be identified early in the Project and managed proactively through such measures as additional investigation, and appropriate schedule or cost contingency. Together, these factors suggest that CM/GC will likely yield a lower total price at completion on a complex, schedule constrained project like this one than the other delivery methods.

With regard to the other factors found in ORS 279C.335(2)(b):

(A) How many persons are available to bid:

Based on previous CM/GC projects, COCC anticipates that the number of contractors interested in this contract will be similar to that experienced in other projects of this scale, and that there will be vigorous competition during the RFP process.

(B) The construction budget and the projected operating costs for the completed public improvement:

The construction budget is set forth above in the project description. COCC has not conducted a detailed analysis of the operating costs, but expects that improved design resulting from the CM/GC's early participation during the design phase, and particularly the contractor's assistance with energy efficiency improvements designed to meet COCC's rigorous energy efficiency goals, will substantially reduce long-term operating costs. This is one of the design goals of the project, and bringing the contractor on board during the design phase will improve COCC's ability to achieve this goal.

(C) Public Benefits that may result from granting the exemption:

Early selection of the CM/GC allows for a more informed contractor. The CM/GC will be part of the design team and will have a better understanding of the financial requirements of the Project. This should result in better decision making by the Project construction team, thereby saving time and money. Also, the work will be performed within an operating manufacturing and technical training facility and there is need to accomplish a significant portion of the work while students and staff are on site. Having the CM/GC on board early in the design process will better ensure the safety of all. Safety, cost savings, and better assurance of timely completion will benefit the public and COCC.

(D) Whether value engineering techniques may decrease the cost of the public improvement:

The CM/GC will become a part of the total Project team with the responsibility of leading the "value engineering" process. The selected CM/GC should have considerable experience in construction and design, and that experience will be of great value in determining the best use of the available budget. When the CM/GC participates, the Project team can render the most comprehensive evaluation of all factors that affect Project cost, quality, and schedule.

(E) The cost and availability of specialized expertise that is necessary for the public improvement:

It is very important that the CM/GC selected have experience in the design, construction, and the security requirements of public facilities, especially buildings that are in use by staff and students. This experience will assist the Project team in determining the best and safest process to pursue. The RFP process allows for review of contractor expertise not afforded in traditional procurement.

(F) Any likely increases in public safety:

Selecting a contractor with experience working on an operating campus will be critical to preserving public safety, as will selecting a contractor who is

experienced with tight schedules and complex coordination. Because the Project directly impacts campus activities, it will be important to select a contractor with experience in renovating and relocating existing spaces. The renovation of various spaces in the Project will also require that safety barricades and egress paths be frequently adjusted as construction progresses. In this instance, minimizing disruption and ensuring smooth relocation and safe egress will directly improve campus operations.

(G) Whether granting the exemption may reduce risks to the contracting agency or the public that are related to the public improvement:

Including the contractor in the planning process increases safety and, thereby, reduces risk. CM/GC contracts reduce risk to COCC by allowing for coordination and evaluation of constructability ahead of final Project design. Including the contractor in the design process results in a design that is within the Project budget, which also reduces risk. This process is not available under the traditional design-bid-build method of contracting.

(H) Whether granting the exemption will affect the sources of funding for the public improvement:

The exemption should have no effect on Project funding sources. COCC has secured a matching funds grant from the State of Oregon Higher Education Coordinating Commission to fund the Project. The total budget for this Project is \$8,000,000.00.

(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:

COCC's ability to accurately estimate the cost of these projects is complicated by the multitude of construction market conditions that exist today in Oregon (e.g., competition with other projects, environmental issues that limit construction material availability, shortage of qualified craftsman, etc.), as well as the difficulty in establishing the best work sequence. Because the Project has a limited budget, it is essential to reduce the risk of cost overruns. The CM/GC process allows for more control over the impact of these market conditions because the CM/GC can assist in: developing design documents and a work plan that best accommodates both COCC and contractor/subcontractors; identifying the best grouping of bid packages to help ensure better trade coverage; identifying the most efficient construction staging area on the property; and adjusting the work plan to address changes in Project needs after Project commencement.

(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement:

CM/GC participation allows for better identification of complex technical issues during the design and construction of the Project, as well as opportunity for the CM/GC to identify opportunities to adjust Project sequencing and divide Project components for more manageable completion.

(K) Whether the public improvement involves new construction or renovates or remodels an existing structure:

The Project involves both renovation and new construction. Early participation of the CM/GC allows for better identification of issues affecting both types of construction

(L) Whether the public improvement will be occupied or unoccupied during construction:

The MATC needs to remain in operation during the Project. Portions not intended to be occupied during active construction may be in close proximity to active classrooms, administration, and office spaces, and campus pathways may need specialized access consideration.

(M) Whether the public improvement will require a single phase or multiple phases of construction work to address specific project conditions:

The present plan calls for all work to be accomplished in a single phase.

(N) Whether the contracting agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants, and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

COCC's contracted consultants, Steele Associates Architects LLC, Morrison-Maierle, Inc. and HWA, Inc., and outside legal counsel, Bryant, Lovlien & Jarvis, PC, have extensive experience with the CM/GC delivery method and with utilization of CM/GC contracting for public agency construction projects throughout Central Oregon.

CONCLUSIONS

The above findings show that using the CM/GC process for the construction of the Redmond Campus Building 3 MATC Expansion Project complies with the requirements of ORS 279C.335(2) for exemption of the Project from competitive bidding.

PROPOSED RESOLUTION

RESOLUTION GRANTING AN EXEMPTION FROM COMPETITIVE BIDDING, AUTHORIZING CONSTRUCTION OF THE CENTRAL OREGON COMMUNITY COLLEGE, REDMOND CAMPUS BUILDING 3 EXPANSION PROJECT BY MEANS OF THE CONSTRUCTION MANAGER / GENERAL CONTRACTOR ALTERNATIVE CONTRACTING METHOD, AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, the Board of Directors is the Local Contract Review Board for COCC and, in that capacity, has the authority to exempt certain contracts from the competitive bidding requirements of 279C; and

WHEREAS, the Board has determined that the construction services needed to construct the Redmond Campus Building 3 MATC Expansion Project (the “Project”) should be procured through the Construction Manager / General Contractor alternative contracting method.

The Board finds as follows:

1. The Board adopts the specific findings set forth above.
2. The findings show that an exemption from competitive bidding for the Project complies with the requirements of ORS 279C.335 (2) and the associated Attorney General’s Model Contract Rules for exempting the Project from competitive bidding.

NOW, THEREFORE, the Central Oregon Community College Board of Directors, acting as the Local Contract Review Board, resolves as follows:

The Project is exempted from competitive bidding, and a Construction Manager / General Contractor shall be selected by a competitive RFP process in accordance with the Attorney General’s Model Public Contracting Rules using a process consistent with the above findings.



Board Meeting Date:
Exhibit No.: 10a.9

Central Oregon Community College Board of Directors: Resolution

Subject	Adopt the approval for an exemption from competitive bidding for the COCC Redmond Campus Building 3 Expansion Project
Strategic Plan Initiatives	Workforce Development Access
Prepared By	Josh Clawson, Cindy Lenhart, Amy Ward and Michael LaLonde

A. Background

The findings herein (Exhibit A) support a resolution authorizing the Central Oregon Community College (College) Board of Directors (Board), acting as the Local Contract Review Board, to exempt the Redmond Building 3 Expansion Project from the competitive bid process and instead use an alternative contracting method consisting of a Request for Proposals ("RFP") for the selection of a Construction Manager/General Contractor (CM/GC). The notice will be publicly advertised in the Daily Journal of Commerce on September 24, 2025 as well as on the College's procurement web-page (Exhibit B).

The selection process will include an evaluation of potential CM/GCs through the issuance of an RFP. The proposals received in response to the RFP will be evaluated based upon the criteria stated in the RFP. The criteria to be evaluated may include, but not be limited to: proposer's pricing proposal and cost data; labor rates; equipment rates and charges; overhead; profit, fee and mark-up; proposer's experience with construction of manufacturing and applied technology education facilities; proposer's experience in sustainable construction; previous experience of the firm, as well as key personnel (e.g., superintendent and project engineer), for projects of similar complexity; references; construction experience on a constrained site; success with value engineering; the performance history of the contractor and key personnel demonstrating an ability to deliver projects on time and within budget; demonstrated ability of the contractor and key personnel to work in a harmonious and non-adversarial manner with the architect of record and engineers, College and stakeholders, including neighboring properties, utilities, local governments and regulators; ability to maintain a drug-free workplace; compliance with environmental regulations; and ability to maintain a safe, healthful and accident-free workplace.

B. Options/Analysis

Authorize President Pereira or his designee to move forward with the resolution to exempt the Redmond Building 3 Expansion Project from the competitive bid process and instead use an alternative contracting method consisting of a Request for Proposals for the selection of a Construction Manager/General Contractor.

OR

Do not authorize President Pereira to move forward with the resolution to exempt the Redmond Campus Expansion Project from the competitive bid process and instead use the traditional COCC procurement bid process.

C. Timing

Approval at this time will enable opening the RFP process in order to adhere to our goal of a Fall 2027 opening.

D. Budget Impact

Funding will come existing institutional resources, and HECC funding.

E. Proposed Resolution

Be it resolved that the COCC Board of Directors, acting as the Contract Review Board, adopts approving an exemption from competitive bidding for the Redmond Campus Expansion Project at the COCC Redmond Campus in Redmond, Oregon.

Advocacy and Outreach Committee Charge

GP 6: Committee Structure

9. Advocacy Committee- This committee consists of three Board members and has two primary roles: (A) devising and implementing strategies to achieve Board advocacy goals; and (B) devising and implementing strategies to achieve Board outreach goals.

While the advocacy goals will be set by the Board from time to time, they are anticipated to relate to educating and engaging with local, state and federal officials and bodies on key issues for higher education and community colleges generally, and COCC specifically. Similarly, the Board will establish outreach goals as it may elect, ~~but~~ and such goals are likely to include engaging with students and other College and community groups to solicit feedback, ~~listen to concerns~~ identify opportunities, and inform Board policy and other decision making.

As appropriate, the committee will educate and assist all Board members in effective advocacy strategies for the benefit of the College and will develop and recommend approaches for engagement with students and other constituent groups. The president and designated staff serve as ex officio. While the committee may invite others to its meetings, only the three Board members of the committee will vote.

Suggested annual calendar

Fall: Considering the current College strategic plan and the Board goals adopted in the summer/fall retreat together with recommendations from the committee, the Board will develop advocacy priorities and goals. ~~In the summer/fall of 2025, the Committee will recommend one or more ways for the Board to regularly engage, communicate and listen to students or student leaders to inform Board activities. Thereafter, the Committee will engage in outreach activities as requested by the Board.~~

Winter/Spring: Committee will develop and execute advocacy strategies

Summer: Evaluate performance, including identifying successes and challenges to inform future efforts. Using input gleaned from research, consultations with third parties and prior experiences, committee may make recommendations to Board for next year's advocacy priorities. Board consider annual report and committee recommendations in putting together goals and advocacy priorities for next year.

Advocacy priority development

- Priorities should be aligned to the COCC strategic plan and Board goals
- Based upon experience and research (including consulting of outside expert or experienced resources, as needed), advise Board on feasibility of potential priorities.
- At the summer/fall retreat, the Board will consider and adopt advocacy priorities as part of annual goal-setting.
- Committee to report on efforts at regular monthly Board meetings; avoid taking actions that could be politically sensitive or controversial without first obtaining Board consent; and seek Board approval/consent for actions that would involve College expenditures.

Anticipated committee participation

- Regular attendees
 - Three Board members
 - President
 - Others to be invited at the committee's discretion, which may include Director of Marketing and Public Relations, and a COCC Foundation member
- Other staff as appropriate
 - VP of Student Affairs

- VP for College Advancement
- VP of Academic Affairs
- Others as needed

Activities

- Develop advocacy strategies for execution by Board and committee
- Create toolkits as needed containing talking points, materials, letters and other tools to support advocacy priorities
- Support preparation and training for Board members to support advocacy goals, including advising Board members during goal-setting process of the feasibility of potential priorities being considered
- As approved by the Board, support partner organization priorities as appropriate, with an emphasis on alignment with OCCA and ACCT
- Meet regularly to advance agendas
- Provide regular updates to the Board on advocacy activities, successes, and challenges
- Obtain education and, as needed, consult with Board legal counsel to assure activities do not run afoul of laws regulating lobbying.

Resources

The committee should consider the following among other potential resources/partners

- **Association of Community College Trustees**
 - ACCT's "The Trustee's Role in Effective Advocacy". Copies to be provided to committee members
 - ACCT annual legislative agendas and toolkits
- **Oregon Community College Association**
 - OCCA annual legislative agendas and toolkits
- **American Association of Community Colleges**
 - AACC annual legislative agendas and toolkits

Summary report: Litera Compare for Word 11.12.0.83 Document comparison done on 6/20/2025 3:22:24 PM	
Style name: Default Style	
Intelligent Table Comparison: Active	
Original DMS: [REDACTED]	
Modified DMS: [REDACTED]	
Changes:	
<u>Add</u>	4
Delete	5
Move From	0
<u>Move To</u>	0
<u>Table Insert</u>	0
Table Delete	0
<u>Table moves to</u>	0
Table moves from	0
Embedded Graphics (Visio, ChemDraw, Images etc.)	0
Embedded Excel	0
Format changes	0
Total Changes:	9