



CENTRAL OREGON  
COMMUNITY COLLEGE  
Board of Directors' Meeting – AGENDA  
Wednesday, February 11, 2015 – 6:00 PM  
Christiansen Board Room,  
Boyle Education Center Bldg.

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. <b>Call to Order</b>			Craska Cooper
	II. <b>Introduction of Guests</b>			
6:10 pm	III. <b>Agenda Changes</b>			
6:12 pm	IV. <b>Public Hearing and Testimony</b>			
	A. COCC New Student Housing			Kurt Happala /Mahlum Architects☐
6:30 pm	V. <b>Consent Agenda***</b>			
	A. Minutes			
	1. Regular – January 14, 2015	5.a	X	Smith
	B. Personnel			
	1. New Hire Report (January 2015)	5.b	X	Sorenson <sup>A</sup>
	C. Sabbatical	5.c	X	Abasa Nyarko <sup>A</sup>
<b>Adjourn as Board of Directors</b>				
<b>Convene as Local Public Contract Review Board</b>				
6:35 pm	VI. <b><u>LOCAL PUBLIC CONTRACT REVIEW BOARD</u></b>			
	A. Adjourn as COCC Board of Directors Meeting			
	B. Convene as Local Public Contract Review Board			
	1. Procurement Rule Changes	6.b	X	Mosier <sup>A</sup>
	a. Rule Change Summary	6.b		
	b. Proposed Rule Changes	6.b		
<b>Adjourn as Local Public Contract Review Board</b>				
<b>Re-Convene as Board of Directors</b>				
6:40 pm	VII. <b>Information Items</b>			
	A. Financial Statements	7.a		Bloyer <sup>A</sup>
	B. Construction Projects - Update	7.b		McCoy <sup>A</sup>
	C. Housing Operations Report	7.c		Moore <sup>A</sup>
	D. Faculty Forum Report	7.d		KSmith <sup>A</sup>
	E. Student Success Committee Report	7.e		Moore <sup>A</sup>
7:10 pm	VIII. <b>Old Business</b>			
	A. Accreditation			
	Mid-Cycle Evaluation Report-1 <sup>st</sup> Reading	8.a		Metcalfe☐
	1. Mid-Cycle Self-Study	8.a		
7:15 pm	IX. <b>New Business</b>			
	A. New Student Housing:			
	2015-16 Room & Board Rates	9.a	X	Moore/Kimball☐





**CENTRAL OREGON COMMUNITY COLLEGE**  
**Board of Directors' Meeting – MINUTES**  
**Wednesday, January 14, 2015– 6:15 PM**  
**Christiansen Board Room-Boyle Education Center**

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**PRESENT:** Laura Craska Cooper, Anthony Dorsch, Charley Miller, Vikki Ricks, Joe Krenowicz, David Ford, Lonn Johnston -Board Attorney, Dr. Shirley I. Metcalf-Interim -President, Julie Smith-Executive Assistant.

**ABSENT:** Bruce Abernethy

**INTRODUCTION OF GUESTS:** Matt McCoy, Charles Abasa Nyarko, Jim Weaver, Dan Cecchini, Carol Higginbotham, Ron Paradis, Chad, Harris, Michael Fisher, Jerry Schulz, Sally Sorenson, Alicia Moore, Jenni Newby, Joe Viola, Lisa Bloyer, Kevin Kimball, David Dona, Courtney Snead, Cady-Mae Hunt, Jennifer Givens, Daniel McCall, Renee Asher, Stuart Katter, Larry Nelson, Lisa Barnett, Wesley Noone, Breck Flanagan-Caldwell, Abby Spegman-The Bulletin and others.

**PUBLIC HEARING AND TESTIMONY:**

**Community Garden**

Lisa Barnett, founder and president of the college's Garden Club and members Wesley Noone and Breck Flanagan-Caldwell (COCC students) gave a PowerPoint presentation and reported that the COCC Garden Club and the Collaborative Garden started as a result of a writing class assignment for Lisa approximately four years ago. In the planning and development stages, the Garden Club worked with various departments including campus services, science, and culinary. Wesley reported that the Garden Club has over 150 members with their motto being "learn to grow and grow to learn." The Garden Club has donated several hundred pounds of food it has produced over the past several years and they are now working with the ASCOCC (Associated Students of Central Oregon Community College) to donate food to our students along with collaborating with the Culinary department to provide fresh produce.

**REPORTS:**

**2014 Audit Report (Exhibit: 5.a)**

Mr. David Dona-Associate Chief Financial Officer introduced Mr. Stuart Katter and Mr. Larry Nelson of Kerkoch Katter & Nelson, LLP Certified Public Accountants – the college's independent auditors.

Mr. Charley Miller reviewed that in 2010 the Board of Directors' formed an Audit and Finance sub-committee made up of three board members (David Ford, Joe Krenowicz and Charley Miller-Chair) and two budget committee members (Patricia Kearney and Doug Ertner), for the purpose of gaining a more in-depth detailed study of the college's budget process and then reporting back to the Board of their review. He thanked Lisa Bloyer-Director of Accounting, David Dona and

Kevin Kimball-Chief Financial Officer and the college's fiscal service staff for the great work they all do in the college's budget and finance department.

Mr. Stuart Katter of Kerkoch Katter & Nelson LLP – Certified Public Accountants, reported that their independent auditing firm has audited the financial statements of the college for the year ended June 30, 2014. He reviewed requirements of performing the audit and announced that the college has been given a “clean opinion.”

Mr. Charley Miller moved that the Board of Directors' of Central Oregon Community College does hereby accept the audit report for the year ended June 30, 2014 as presented. (Exhibit:5.a, Handouts: 5.a1 and 5.a2). Ms. Vikki Ricks seconded. MCU. Approved. M01/15:1

The Board of Directors' thanked the accounting staff for their great work.

General Fund Revenue & Expenditures (Exhibit: 5.b)

Mr. David Dona gave a PowerPoint presentation reviewing the Budget vs. the Projected for Fiscal Year 2014/15 and the Revenue and Expenditures forecast for fiscal years 2015-19.

He also reported that the FIAT (Financial Internal Advisory Team) committee has recently been formed made up of nine college employees to review budget requests, general fund and capital requests. This committee is meant to be a more collaborative way to gather information and give feedback to the president.

CONSENT AGENDA:

Mr. Joe Krenowicz moved to approve the Consent Agenda (Exhibits: 6). Mr. David Ford seconded. MCU. Approved. M01/15:2

BE IT RESOLVED that the Board of Directors' approved the regular meeting Minutes of December 10, 2014 (Exhibits: 6.a1);

BE IT RESOLVED that the Board of Directors' reviewed and approved the December 2014 New Hire Report (Exhibit: 6b1);

BE IT RESOLVED that the Board of Directors' does hereby authorize the proposed per-diem meal rates as shown in section B of (Exhibit: 6.c);

BE IT RESOLVED that the Board of Directors' does hereby approve the employment contract for Juan Olmeda-Chavez as Senior Systems Administrator-Account & Team Support Specialist (Exhibit: 6.d1).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 7.a)

The Board of Directors' were apprised of the November 2014 Financial Statements.

Construction Update – (Exhibit: 7.b)

The Board of Directors' were apprised of the monthly (November 2014) Construction Projects Updates for -

- Information Technology
- Campus Center Phase 1 Remodel – Bend Campus
- Ochoco Remodel – Bend Campus
- Pioneer Room 232 Remodel – Bend Campus
- Pioneer and Ponderosa ADA bathrooms renovation – Bend Campus
- Residence Hall Status Report – Bend Campus.

Mr. Matt McCoy-Vice President for Administration reported that additional grant money has been received for the solar array project in Redmond and is now up to \$700,000. The funds will help make the project come to completion with no cost to COCC and will also produce long-term benefits.

Season of Non-Violence – Events (Exhibit: 7.c)

Ms. Alicia Moore-Director of Student and Enrollment Services reviewed that the annual event is inspired by the work of Mahatma Gandhi, Dr. Martin Luther King Jr., Cesar Chavez, Wilma Mankiller and Nelson Mandela who had visions for an empowered, nonviolent world. Colleges and universities throughout the country celebrate the Season of Non-Violence by bringing together community partners to educate and empower communities on how to use non-violent methods to create a more peaceful world.

The COCC Office of Multicultural Activities, along with many other campus and community partners, are sponsoring the events of the sixth annual COCC Season of Non-Violence during January, February and March 2015. All events are free and open to the public – listings available online at <http://www.cocc.edu/mcc-events>.

Housing Operations Report (Exhibit: 7.d)

Ms. Alicia Moore reviewed

- Housing/Residence Life Software
- RESNET Services
- Staffing and Marketing Updates
- Timeline
- Residence Life Policies and Procedures
- 2015-16 Proposed Room Rates.

OLD BUSINESS:

Presidential Search Update (Exhibit: 8.a)

Mr. Ron Paradis-Director of College Relations reviewed the upcoming COCC Presidential Candidate. on-campus interview schedules.

**NEW BUSINESS:**

May 19, 2015 Special Election (Exhibit: 9.b)

Mr. Ron Paradis reported that three of the seven COCC Board of Director positions are up for election on the May 2015 ballot. These are Zones 5, 6 and 7.

**BOARD OF DIRECTORS OPERATIONS:**

Board Member Activities

**Ms. Ricks** Meeting with President Metcalf re: Student Success Committee  
Greater La Pine Education Committee Meeting  
Distributed to local businesses - COCC Class notification  
OCCA Budget Committee

**Mr. Ford** Special Board Meeting  
Audit and Finance Committee Meeting  
Real Estate Committee Meeting and Tour of new Residence Hall

**Mr. Krenowicz** Jefferson County Education Council Meeting  
College Affairs Committee Meeting  
Audit and Finance Committee Meeting

**Mr. Miller** Special Board Meeting  
Audit and Finance Committee Meeting  
Real Estate Committee Meeting and Tour of new Residence Hall

**Ms. Craska Cooper** Special Board Meeting  
Real Estate Committee Meeting and Tour of new Residence Hall  
Meeting w/Alicia Moore re: the new Residence Hall

**Presidential Search Update**

Ms. Laura Craska Cooper-Board Chair reported that the Presidential Search process has been going well and announced that the interviews will take place the last two weeks of January.

**PRESIDENT'S REPORT**

Statewide Initiatives

President Metcalf introduced Dr. Jenni Newby-Instructional Dean who gave a PowerPoint presentation on state initiatives related to Student Success:

- Developmental Education
- High School Programs
- Accelerated Learning.

Accreditation (Exhibit: 11.a2 & Handout: 11.a2)

President Metcalf reviewed that the Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are peer-reviewed.

COCC is approaching its Year Three Mid-Cycle Evaluation – April 23-24, 2015. The Mid-Cycle Evaluation is conducted in year three of the seven-year cycle and is intended to assist institutions in determining if the process of outcomes assessment will lead them to a successful “Year Seven” self-evaluation and peer evaluation.

A “draft” of the Mid-Cycle Self Evaluation Report (Handout: 11.a2) was distributed, it covered highlights of key changes at the College since 2010 and the College’s Accreditation history.

Outcomes Based Funding (Handout: 11.a3)

President Metcalf reviewed the Outcomes Based Funding report by Dr. Jim Middleton –Interim CCWD (Community College and Workforce Development) Commissioner. The report set a framework for discussion at the December OPC (Oregon President’s Council) meeting regarding the funds distribution formula. The report looks for some type of Outcomes Based Funding to be defined by the end of the state’s legislative session.

**ADJOURN 8:25 PM**

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Ms. Laura Craska Cooper, Board Chair

\_\_\_\_\_  
Dr. Shirley I. Metcalf, Interim President

**Central Oregon Community College**

**Board of Directors**

**NEW HIRE REPORT – January 2015**

<u>Name</u>	<u>Date Hired</u>	<u>Location</u>	<u>Job Title</u>
<b>Classified Full Time</b>			
Avila, Bud	01/26/2015	Bend	Custodian
Edgerton, Andrea	01/26/2015	Bend	Custodian
Sands, Christin	01/26/2015	Bend	Admin Asst, Campus Svc
<b>Part-Time Faculty</b>			
Cole, Neva	12/11/2014	Bend	Biological Science
Durantes Figueiro, Yuridi	12/11/2014	Bend	Culinary
Marceau, Kristin	12/11/2014	Bend	Biological Sciences
Miller, Rachel	12/11/2014	Bend	GIS
Scaramuzzo, Sean	12/11/2014	Bend	Biological Sciences
Williams, Elyse J	12/11/2014	Bend	LMT
Evans, Brian	01/05/2015	Bend	Social Science
<b>Adjunct Faculty</b>			
Worthington, Wendi	01/05/2015	Bend	Social Science
<b>Temporary Hourly</b>			
Hardin, Ben	12/15/2014	Bend	Aviation Program
Hussey, Anthony	12/12/2014	Bend	Campus Public Safety
Lara, Edwin	12/19/2014	Bend	Campus Public Safety
<b>Workstudy (FWS)</b>			
Chavez, Stephanie	12/09/2014	Bend	Plant Administration
Minton, Ethan	12/01/2014	Redmond	Manufacturing
Moore, Hailey	12/12/2014	Bend	User Services
Pelayo, Alexis	12/11/2014	Bend	Financial Aid
Vazquez, Carlos	12/01/2014	Bend	User Services
Windon, Mark	12/15/2014	Bend	Campus Public Safety

Exhibit: 5.c  
February 11, 2015  
Approved: \_\_\_Yes\_\_\_No  
Motion: \_\_\_

Central Oregon Community College  
Board of Directors

**INFORMATION ITEM**

*Prepared by: Michele Decker, Chair-PIRT Committee  
Charles Abasa-Nyarko – Vice President for Instruction*

**A. Issue**

**Sabbatical** for Lynn Murray, Bob Reynolds, Rebecca Walker-Sands and Zelda Ziegler.

**B. Discussion / History**

**Lynn Murray – Fall Term 2015**

Associate Professor of Dental Assisting Lynn Murray is proposing a one-term sabbatical in the Fall of 2015 to pursue an Expanded Function Dental Assistant with Restorative Functions Certificate. This certificate will allow Lynn to better assist Dentist at our COCC Dental Clinic allowing the volunteer dentist to treat more patients. The expanded practice would also allow Lynn to provide a higher level of expertise enabling her to teach students how to better assist in restorative placement.

**Bob Reynolds – Fall Term 2015**

Professor of Geology Bob Reynolds is proposing a one-term sabbatical in the Fall of 2015 to enhance his background in paleontology and the geologic history of the Rocky Mountains. He plans to compile ideas from park and museum staff regarding best practices for developing exhibits, interpretative sites and trail guides. Bob will collect materials such as fossils, rocks, and photographs to be incorporated into new and enhanced lab activities and self-guided field experiences that allow students to enrich their observational and reasoning skills.

**Rebecca Walker-Sands – Fall Term 2015 and Winter Term 2016**

Professor of Psychology Rebecca Walker-Sands is proposing a two-term sabbatical in the Fall of 2015 and Winter of 2016 to participate in a research opportunity involving local therapists, members of the community, and possibly branch partner Oregon State University. The research she is proposing would quantify changes in physiological analytes as a result of equine therapy. This research will benefit practitioners and their clients, and provide an opportunity for COCC students to directly participate in research. Knowledge and therapies resulting from the research will be threaded through the courses that she teaches.

**Zelda Ziegler – Fall Term 2015 and Winter Term 2016**

Associate Professor of Chemistry Zelda Ziegler is proposing a two-term sabbatical, Fall 2015 and Winter 2016 to strengthen her background in materials science including 3-D

printing, glass, and instrumentation used to monitor materials properties. Knowledge and skills gained will directly benefit students in her courses, specifically pre-engineering, pre-medical and science students. Zelda will be able to bring several available instruments online in the science building that are capable of measuring important chemical and physical characteristics of materials. These instruments will then be accessible by students in chemistry lab courses.

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS  
RESOLUTION**

**Prepared by: Julie Mosier-Purchasing Coordinator**

**A. Action Under Consideration**

Acceptance of proposed changes to the Central Oregon Community College's Rules of Procurement originally adopted by the Board in March, 2005. The changes are intended to keep the College in agreement with the Participating Oregon Community Colleges (POCC) annual revision of the Rules of Procurement as amended by the POCC and the Oregon Revised Statutes and Oregon Administrative Rules.

**B. Discussion/History**

Beginning in spring, 2004 a task force was brought together from Oregon community colleges. The focus of this group was to create a statewide document that would provide continuity in purchasing and contracting decisions throughout the state's community college system, with only minor variations due to institutional philosophies or needs. In March 2005 the Board, convened as the Local Contract Review Board, adopted the Community College Rules of Procurement (CCRP). This document incorporates rules regarding competitive procurement, personal/professional services, and special procurements. Special procurements are those goods or services that are exempt from competitive processes and which are authorized by the Board in its capacity as the College's Local Contract Review Board.

The CCRP is fashioned in three sections; 100, 200, 300. It was written with the intention that sections 100 and 200 would be consistent between participating community colleges and that section 300 could be modified by each individual college. To date, 13 of the 17 Oregon Community Colleges have adopted these rules.

Pursuant to ORS 279A.065, as changes to the Public Contracting Code occur (ORS Chapters 279A, 279B, and 279C), the Attorney General's model rules must be reviewed and subsequently modified if applicable. These minor revisions and housekeeping measures are reflected in the document attached. Additionally, the POCC continually reviews the rules with regard to best practices and makes revisions to reflect this review. Upon approval by the Board, these changes will be incorporated into the CCRP and become effective immediately.

**C. Options/Analysis**

- 1) Approve recommended changes to the Community College Rules of Procurement (CCRP).
- 2) Do not approve recommended changes to the Community College Rules of Procurement (CCRP).

**D. Timing**

Approval for the aforementioned changes is requested at this time.

**E. Recommendation**

Be it resolved that the Board of Directors do hereby approve the proposed changes to the Community College Rules of Procurement (CCRP).

**F. Budget Impact - None.**

**2015 SUMMARY OF PROPOSED  
COMMUNITY COLLEGE RULES OF PROCUREMENT (CCRP) CHANGES**

**Changes to Section 100 and 200 rules**

Potential changes to section 100 and 200 rules are agreed upon by all POCC members and are reviewed collectively by the POCC member's local contract review board so that all rules in these two sections remain consistent between members. Changes to the Section 100 and 200 rules may result from additions to the revised statutes, clarifications to existing statutes, or amplification to the language provided in the rule for greater clarity.

**Section 100 changes**

- None

**Section 200 changes**

- CCR.228 expands definition to include resale of services as well as goods and to include services/goods that can also be used by the College in a secondary capacity.
- CCR.280 amends rule in accordance with new ORS279C.337 requirements.
- CCR.230 amends findings of fact to point threshold to 300 Section.

**Changes to Section 300 rules**

The rules in section 300 are specific to COCC. Some are revisions of the 200 rules, and some are COCC additions to the rules.

**Section 300 changes**

- None

**PROPOSED RULE CHANGES**

**Resale – Items for**

**CCR.228**

Competitive procurement processes need not be used for the procurement of products and/or services being purchased strictly for resale. This Special Procurement applies to products and/or services that are primarily specifically intended for resale but could include ~~as opposed to the procurement of products and/or services for~~ internal use or consumption, if secondary or incidental to the mission of the College store operations and deemed to be in the College's best interest.

**Telecommunications Services**

**CCR.230**

- (1) This rule is intended to allow the College to secure the most competitive, cost-effective telecommunications services of the quality needed to meet all service, performance requirements while minimizing administrative and service delivery costs.
- (2) In determining the appropriate procurement method for telecommunications services, the College must determine whether competition exists. The College may consider the following factors:
  - (a) The extent to which alternative providers exist in the relevant geographic and service market. The relevant market will vary with the geographic area and from service category to service category, depending on changes in the regulatory environment and competitive marketplace. Thus, the relevant market will depend on the facts and circumstances of each case. For example, an alternative local access service or private line provider might offer services in Portland, but not in Salem or the rest of the state;
  - (b) The extent to which alternative services offered are comparable or substitutable in technology, service provided, and performance. (For example, if the College requires digital services, analog services are not comparable or substitutable, or if the College requires fiber optic technology, then copper, microwave, or satellite transmission technology may not be comparable or substitutable);
  - (c) The extent to which alternative providers can respond to the College's interests in consistency and continuity of services throughout its service area, volume discounts, equitable service for all users, centralized management, and limiting College liability. For example, to be considered as the College's telephone long distance provider, any long distance service vendor must be able to meet, support, and interface with the College's centralized automated billing requirements. The College must document for the record the findings on these factors or any other factors used in determining whether competition exists. In developing its findings, the College may solicit the information either through informal telephone or written contacts or through a formal request for information.
- (1) Upon determining that competition does not exist for the relevant service and geographical area, the College may proceed to secure the service on a sole source basis, as described in these Rules.

**Findings of Fact**

1. In some cases, the use of competitive procurement processes is either not practicable, advantageous, or in the College's best interest due to unforeseen circumstances, unreasonable costs, difficulty in locating vendors even after extensive searches, or where time constraints occur that are due to circumstances beyond reasonable control.
2. All practical measures will be taken to encourage competition when possible.

3. The chief fiscal officer or designee will report to the Local Contract Review Board the reason(s) that competitive procurement processes were deemed to be impracticable and what steps, where possible, were taken to encourage competition if the acquisition meets or exceeds is estimated or anticipated to be equal to or more than the Intermediate Threshold for Personal Services Contracts as this threshold is defined in Section 300—Supplementary Provisions. \$100,000. A copy of the waiver shall be placed on file in the Purchasing office or other designated official location.

### **Conclusion of Compliance with Law**

It is unlikely that this exemption from competitive procurement processes will encourage favoritism in the awarding of public contracts or substantially diminish competition, and it is reasonably expected to result in substantial cost savings to the College or to the public (ORS 279B.085(4)), since it would be an Exception, and would be due to extenuating circumstances. Additionally, this Special Procurement will substantially promote the public interest in a manner that could not practicably be realized by complying with requirements that are applicable under ORS 279B.055, 279B.060, 279B.065, or 279B.070 or under any rules adopted thereunder. (Stat. Auth: ORS 279B.075 and 279B.085, Sole-Source Procurements and Special Procurements, respectively.)

### **Alternative Contracting Methods**

**CCR.280**

The College may, at its discretion, exempt public improvement contracts from competitive bidding requirements utilizing Alternative Contracting Methods (ORS 279C.335(2)). These methods shall take into account market realities and modern practices that are consistent with the public policy of encouraging competition. An Examples of Alternative Contracting Methods are is a Request for Proposals for the selection of construction manager/general contractor firms (CM/GC), and Design/Build firms. Procurement of construction manager/general contractor services must be in accordance with the model rules the Attorney General adopts, ORS279C.337 and may not be exempted.

The College shall prepare written findings that support the use of this exemption from competitive bidding and obtain approval from its Local Contract Review Board. A public hearing shall be held before final adoption (ORS 279C.335(5)) of the exemption. The findings must show compliance with ORS 279C.330, and shall include, but not be limited to, information regarding:

- (a) Operational, budget and financial data;
- (b) Public benefits;
- (c) Value engineering;
- (d) Specialized expertise required;
- (e) Public safety;
- (e) Market conditions;
- (f) Technical complexity; and
- (g) Funding sources but shall not be based solely on funding sources, such as a particular bond fund, or by the method of procurement.

### **Conclusion of Compliance with Law**

The College must demonstrate that the use of this exemption is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts and will likely result in substantial cost savings to the College or the public (ORS 279C.335(2)). The requirements of this rule ensure that competition will be carefully addressed and protected, if the College's Local Contract Review Board finds it is in the public's best interest to use an Alternative Contracting Method. Consequently, findings otherwise required by law are unnecessary here.

Central Oregon Community College  
Monthly Budget Status  
**Highlights of December 2014 Financial Statements**

**Cash and Investments**

The Colleges' operating cash balances currently total \$34.5 million. The December average yield for the Local Government Investment Pool dropped to .50%.

The bond proceeds held in cash totals \$11.6 million as of the end of December. The construction spend rate is approximately \$1.6 million per month.

**General Fund Revenues**

Winter term registration continued in December, resulting in an increase in tuition and fees revenue of \$1.5 million over the prior month. The budgeted transfers-in have been posted for the year including \$300,000 from the PERS Reserve.

**General Fund Expenses**

The expenses include the approved inter-fund transfers-out for the fiscal year required at this point in time.

**Budget Compliance**

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of December 31, 2014

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
<b>Cash in State Investment Pool</b>			
4089 - General operating fund	\$ 34,874,593		
5482 - Debt service fund			\$ 486,417
3624 - Robert Clark Trust			\$ 372,963
3816 - General obligation bond funds		\$ 1,042,592	
3844 - Technology Center retention		\$ 51,523	
3707 - Residence Hall bond funds		\$ 10,139,745	
3948 - Residence Hall retention		\$ 378,754	
December Average Yield .50%			
<b>Cash in USNB</b>	\$ 586,202		
<b>Cash on Hand</b>	\$ 4,300		
Total Cash	<u>\$ 35,465,095</u>	<u>\$ 11,612,614</u>	<u>\$ 859,380</u>

**Central Oregon Community College**  
**Monthly Budget Status**  
December 2014

Exhibit 7a  
11-Feb-15

<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>
<b>Revenues</b>					
District Property Taxes:					
Current Taxes	\$ 13,022,000	\$ 12,213,321	\$ (808,679)	93.8%	93.1%
Prior Taxes	773,000	353,788	(419,212)	45.8%	46.7%
Tuition and fees	16,980,000	11,891,863	(5,088,137)	70.0%	65.5%
State Aid	7,783,000	3,807,502	(3,975,498)	48.9%	56.8%
Interest & Misc. Income	75,000	674	(74,326)	0.9%	125.4%
Transfer-In	2,104,000	2,079,000	(25,000)	98.8%	100.0%
<b>Total Revenues</b>	<b>\$ 40,737,000</b>	<b>\$ 30,346,147</b>	<b>\$ (10,390,853)</b>		
<b>Expenses by Function</b>					
Instruction	\$ 18,508,768	\$ 7,751,110	\$ 10,757,658	41.9%	40.1%
Academic Support	2,944,131	1,309,573	1,634,558	44.5%	41.2%
Student Services	4,613,570	2,105,528	2,508,042	45.6%	43.7%
College Support	4,964,861	2,401,380	2,563,481	48.4%	47.9%
Plant Operations and Maintenance	4,527,569	1,950,250	2,577,319	43.1%	41.3%
Information Technology	3,975,475	1,853,433	2,122,042	46.6%	48.7%
Financial Aid	52,897	19,248	33,649	36.4%	36.5%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,345,615	2,337,296	8,320	99.7%	99.8%
<b>Total Expenses</b>	<b>\$ 42,732,886</b>	<b>\$ 19,727,817</b>	<b>\$ 23,005,069</b>		
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,995,886)</b>	<b>\$ 10,618,329</b>	<b>\$ 12,614,215</b>		

**Central Oregon Community College**  
**Monthly Budget Status**  
December 2014

**Exhibit 7a**  
11-Feb-15

	<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>
<b><u>Non General Funds</u></b>					
<b>Debt Service Fund</b>					
Revenues	\$ 10,274,513	\$ 4,356,216	\$ (5,918,297)	42.4%	84.4%
Expenses	10,459,337	2,512,528	7,946,809	24.0%	42.5%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (184,824)</b>	<b>\$ 1,843,688</b>	<b>\$ 2,028,512</b>		
<b>Grants and Contracts Fund</b>					
Revenues	\$ 1,739,289	\$ 286,909	\$ (1,452,380)	16.5%	19.2%
Expenses	1,815,260	554,651	1,260,610	30.6%	29.0%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (75,971)</b>	<b>\$ (267,741)</b>	<b>\$ (191,770)</b>		
<b>Capital Projects Fund</b>					
Revenues	\$ 15,829,844	\$ 4,462,443	\$ (11,367,401)	28.2%	6.4%
Expenses	38,683,419	9,285,332	29,398,087	24.0%	23.4%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (22,853,575)</b>	<b>\$ (4,822,889)</b>	<b>\$ 18,030,686</b>		
<b>Enterprise Fund</b>					
Revenues	\$ 6,247,103	\$ 2,070,292	\$ (4,176,811)	33.1%	31.7%
Expenses	6,940,222	2,729,429	4,210,793	39.3%	31.1%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (693,119)</b>	<b>\$ (659,137)</b>	<b>\$ 33,982</b>		
<b>Auxiliary Fund</b>					
Revenues	\$ 9,215,862	\$ 4,915,351	\$ (4,300,511)	53.3%	57.8%
Expenses	10,299,434	5,696,431	4,603,003	55.3%	51.4%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,083,572)</b>	<b>\$ (781,080)</b>	<b>\$ 302,492</b>		
<b>Reserve Fund</b>					
Revenues	\$ 11,455	\$ -	\$ (11,455)	0.0%	0.0%
Expenses	480,000	340,177	139,823	70.9%	72.5%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (468,545)</b>	<b>\$ (340,177)</b>	<b>\$ 128,368</b>		
<b>Financial Aid Fund</b>					
Revenues	\$ 21,343,788	\$ 6,488,948	\$ (14,854,840)	30.4%	30.6%
Expenses	21,369,235	6,189,735	15,179,500	29.0%	31.6%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (25,447)</b>	<b>\$ 299,212</b>	<b>\$ 324,659</b>		
<b>Internal Service Fund</b>					
Revenues	\$ 390,902	\$ 115,369	\$ (275,533)	29.5%	37.2%
Expenses	393,516	122,288	271,228	31.1%	38.7%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (2,614)</b>	<b>\$ (6,919)</b>	<b>\$ (4,305)</b>		
<b>Trust and Agency Fund</b>					
Revenues	\$ 1,888	\$ 936	\$ (952)	49.6%	50.3%
Expenses	3,500	1,000	2,500	28.6%	27.8%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,612)</b>	<b>\$ (64)</b>	<b>\$ 1,548</b>		

# Information Technology Update – January 2015

## **Current Projects**

Phase 1 of the **Ochoco** remodel will provide office space for the Humanities Department as well as Anthropology, Language and Computer labs. The **Residence Hall** project is an approximately 83,000 square foot, multi-level structure that will include cable television, internet and Wi-Fi service to 80 suites and 330 beds. The **Pioneer 232** remodel will provide new network and computer labs as well as additional office space for the CIS Department.

## **Schedule Status**

The **Residence Hall** construction as well as the **Pioneer 232** and **Ochoco** remodel projects are all on schedule at this time.

## **Activity in January**

The IDF on the lower bar is nearing completion and the electrical contractor will continue the installation of coaxial television cable and low-voltage infrastructure in the middle bar and upper bars of the **Residence Hall**. In addition, the low-voltage contractor has begun installing low-voltage infrastructure in the lower bar of the **Residence Hall**. The COCC IT Department has begun installation of data racks in Ochoco to allow the contractor to pull CAT6 cable in support of the computer lab, offices and classrooms for the **Ochoco** remodel and is finalizing network and AV design layouts for the **Pioneer** remodel.

# Information Technology Update – January 2015

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## Photos – Remodel Projects



*Power & Data Floorboxes – Typical Office, Ochoco remodel*



*Low-voltage Floorbox and Wall Outlets – Pioneer 232*

## Information Technology Update – January 2015

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### Photo – Residence Hall



*CAT6 Sleeves – Residence Hall, IDF*

### Upcoming Activities for February

The electrical contractor will continue the installation of coaxial television cable and low-voltage infrastructure in the middle bar and upper bars of the **Residence Hall**, while the low-voltage contractor will begin installing low-voltage data cable and data cable infrastructure in the lower bar and middle bars of the **Residence Hall**. The COCC IT Department will complete installation of network racks and cable ladder to allow the contractor to begin installation of data cable for the **Ochoco** remodel. In addition, the COCC IT Department will pull wire to support the classroom audio-visual systems and network as well as begin to build out racks and ladders to support the MDF for the **Pioneer** remodel.

## Information Technology Update – January 2015

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- COCC Construction PM** - Rich Brecke, 541-330-4375, email: [rbrecke@cocc.edu](mailto:rbrecke@cocc.edu)
- COCC Construction PM** - Rick Hayes, 541-330-4391, email: [rhayes@cocc.edu](mailto:rhayes@cocc.edu)
- COCC Technology PM** - Darren McCrea, 541-383-7741, email: [dmccrea@cocc.edu](mailto:dmccrea@cocc.edu)

### **General Contractor, Residence Hall**

Lease Crutcher Lewis, LLC  
550 SW 12<sup>th</sup> Avenue  
Portland, OR 97205  
503-223-0500

### **General Contractor, Ochoco Remodel**

Griffin Construction, LLC  
8361 NE Meadow Ridge Rd.  
Prineville, OR 97754  
541-447-7237

### **General Contractor, Pioneer Remodel**

Griffin Construction, LLC  
8361 NE Meadow Ridge Rd.  
Prineville, OR 97754  
541-447-7237

# Pioneer and Ponderosa ADA bathrooms renovation January 2015 Status Report

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## Pioneer/Ponderosa Bathrooms Renovation for ADA conformance

### Scope

The four bathrooms (two upstairs and two downstairs) in Pioneer will be demolished to the studs, ceiling system removed, and flooring removed. The entry door will be modified as necessary for ADA entry and the interior will be brought to the finish level of the Health Careers Building (except flooring). The upstairs men's bathroom in Ponderosa will be improved to a similar status as the Womens bathroom (that is now a multifixture coed bathroom) and made ADA compliant, requiring a change to the entry doorway as well as all interior finishes being replaced

### Budget Status

With changes noted below, project is \$3,806.02 over award price.

### Change Order Activity

PR #12, Remaining ADA signage required from W&H Pacific survey, approved for a cost of \$1,676.66.

### Schedule Status

The project will occur during fall term and be ready for winter term use. Pioneer lower floor bathroom is open for use on February 2. The upper floor of bathrooms in Pioneer is available for public use. Ponderosa bathrooms are open.

### Activity in January

**Pioneer Lower Floor:** Completed tile, plumbing fixtures, partitions, accessories, lighting, ceiling tile, and punch list. Begin use on February 2.

**Ponderosa:** Completed minor punchlist items.

### Activity planned for February

**Pioneer Lower Floor:** Complete minor punchlist items.



Pioneer Lower level bathroom women's

Pioneer Lower level bathroom men's

## CCB Phase 1 Remodel – Jan. 2015 Update

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### **Scope**

When the Campus Center Building was built, future capacity was included for the possible residence hall. Since the Residence Hall will be coming online in Fall of 2015, the planned capacity needs to be added to come online at the same time. The remodel will include added servery stations, dry and cold storage, seating and catering storage.

### **Budget Status**

The proposed budget is \$575,000. This has not yet been approved.

### **Change Order Activity**

N/A.

### **Schedule Status**

The remodel will be done over Summer Quarter 2015 and be open for Fall Quarter 2015.

### **Recent Activity**

Schematic budget has been developed. The overall scope is still under review.

### **Activity Next Month**

Meet with stake holders to finalize scope and move ahead with developing construction documents.

## CCB Phase 1 Remodel – Jan. 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Kevin Kimball	-	CFO
Alicia Moore	-	Dean of Student and Enrollment Services
Lori Willis	-	Auxiliary Services Director
Gordon Price	-	Director of Student Life
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Scott Steele	-	Steele Associates Architects
Jeff Wellman	-	Steele Associates Architects

#### Contractor Group

TBD

## Ochoco Remodel – January 2015 Update

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### **Scope**

The remodeled has been split into two phases. The first phase will house the Humanities Department; create a new computer lab, an Anthropology/Geography Lab, and a Language Lab. Also included in the first phase is a full roof replacement as well as new air handlers serving the first floor and the middle section of the building. The first phase is confined to the first floor of the Ochoco Building.

### **Budget Status**

The current total project budget is \$2,412,641.

### **Change Order Activity**

We have discovered that the ratings on the existing walls no longer meet code, there are a couple of significant changes related to this and other unforeseen conditions. Please see Change Order Log.

### **Schedule Status**

The project will be opening for Fall of 2015. A delay to the air handler equipment has caused the end date for construction to extend to 5/18/15. This extension will not affect the project opening date and is non-compensable.

### **Recent Activity**

Framing is complete as is in-wall and above ceiling rough-in. Drywall is currently being installed and controls work is proceeding in the mechanical room. Roofing may start this week.

### **Activity Next Month**

Drywall will complete and paint will commence. Low voltage wire will be pulled. Solar tubes will be installed.

## Ochoco Remodel – January 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Matt McCoy	-	VP for Administration
Jenni Newby	-	Instructional Dean
Amy Harper	-	World Languages and Cultures Department Chair
Stacy Donahue	-	Humanities Department Chair
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Mark Rossi	-	Pinnacle Architecture
Peter Baer	-	Pinnacle Architecture

#### Contractor Group

Samuel Griffin	-	Sr. Project Manager - Griffin Construction, LLC
Jamus Fewell	-	Superintendent - Griffin Construction, LLC
Dave Martin	-	Project Manager - Griffin Construction, LLC
Sam Griffin	-	CEO - Griffin Construction, LLC

## Ochoco Remodel – January 2015 Update

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Part Time Faculty Group Office.



Language Lab

## Pioneer Rm 232 Remodel – Jan. 2015 Update

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### **Scope**

Room 232 in the Pioneer building will be remodeled and expanded into a new home for the CIS Networking Lab. The project consists of replacing all finishes in the room, adding MEP capacity to serve the computers in the lab, moving a faculty/staff kitchen space, and relocating the building's data services. IT will be performing most of the work associated with the data services.

### **Budget Status**

The project budget is \$270,000.

### **Change Order Activity**

Please see change order log.

### **Schedule Status**

The remodel will be ready for students in Spring Quarter 2015.

### **Recent Activity**

Framing and rough-ins have completed. Drywall is complete. Above ceiling work on HVAC and Electrical continues.

### **Activity Next Month**

Finishes. Project will complete.

## Pioneer Rm 232 Remodel – Jan. 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Matt McCoy	-	VP for Administration
Michael Fisher	-	Instructional Dean
Lew Cousineu	-	CIS Dept. Chair
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Scott Steele	-	Steele Associates Architects
Jeff Wellman	-	Steele Associates Architects
Steve Olsen	-	Steele Associates Architects

#### Contractor Group

Samuel Griffin	-	Sr. Project Manager - Griffin Construction, LLC
Jamus Fewell	-	Superintendent - Griffin Construction, LLC
Dave Martin	-	Project Manager - Griffin Construction, LLC
Sam Griffin	-	CEO - Griffin Construction, LLC

## Pioneer Rm 232 Remodel – Jan. 2015 Update

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Room 232 after asbestos remediation.



Drywall Complete

## Residence Hall January 2015 Status Report

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### Scope

Residence Hall project will provide approximately 330 beds for student housing, 320 of which are revenue generating. A floor and a half of support and common space will be provided within the middle section of the project. The building will be Earth Advantage Multi-Family Gold level certified. The project and parking lots will be accessed via a private drive off of Mount Washington Drive. 150 parking stalls will be provided. Summer programs will utilize the facilities and will be a revenue-generating source of community enrichment.

### Budget Status

Project Budget included.

### Change Order Activity (In addition to the GMP)

CR #64, add extension kits to chatsworth racks, approved for a cost of \$1,695.00.  
CR #65, credit for siding deleted as a result of CR 47 changes, approved for a credit of \$6,791.00.  
CR #66, credit for changes in toilet accessories, approved for a credit of \$2,255.00.

### Schedule Status

The project is on schedule and has a completion and move-in of summer 2015.

### Activity in January

Completed siding at lower bar and began siding at middle bar.  
Completed sheetrock at lower and middle bar upper floors.  
Completed painting at lower bar.  
Completed setting interior finish at lower bar except at hallways.  
Completed framing and roofing at upper bar.  
Complete rough-ins and insulation at middle bar.  
Begin rough ins at upper bar.  
Completed more site grading and hydroseeding.

### Activity planned for February

Set up demo suite on top floor of lower bar.  
Complete flooring in stairwell 4 and hallways in lower bar.  
Begin setting finish at middle bar upper floors.  
Sheetrock and paint middle bar lower floors where common area is located.  
Complete mechanical equipment and screening at middle and upper bar.  
Set fireplace at middle bar and set metal/glass railing overlook.  
Complete siding at middle bar.  
Begin siding at upper bar.  
Complete rough-ins at upper bar.

## Residence Hall January 2015 Status Report

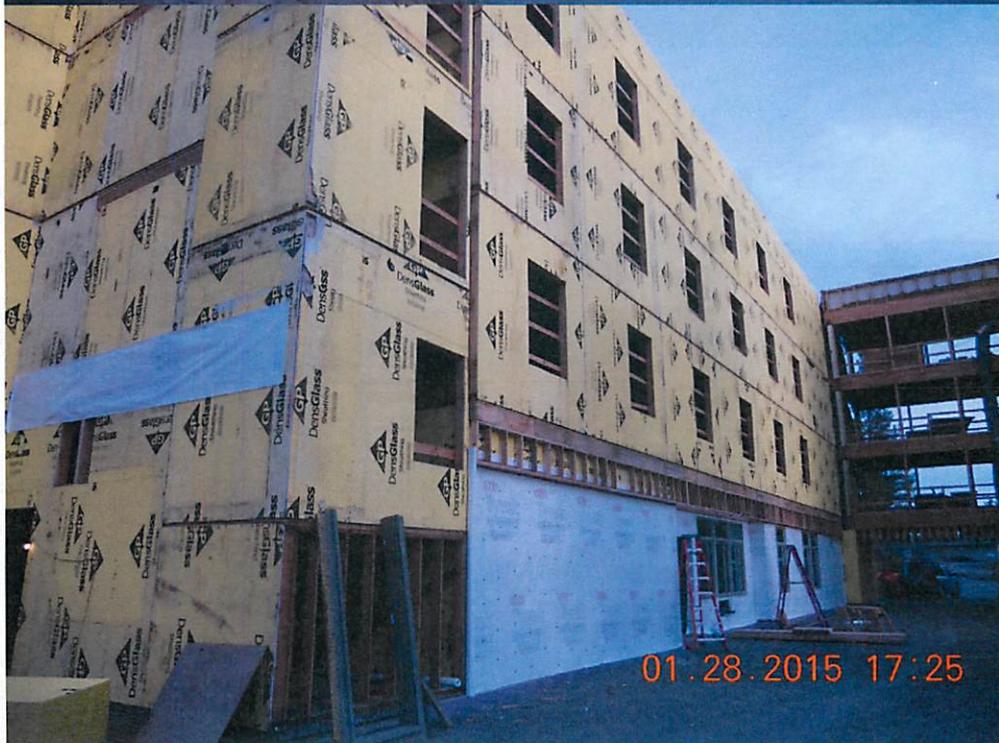
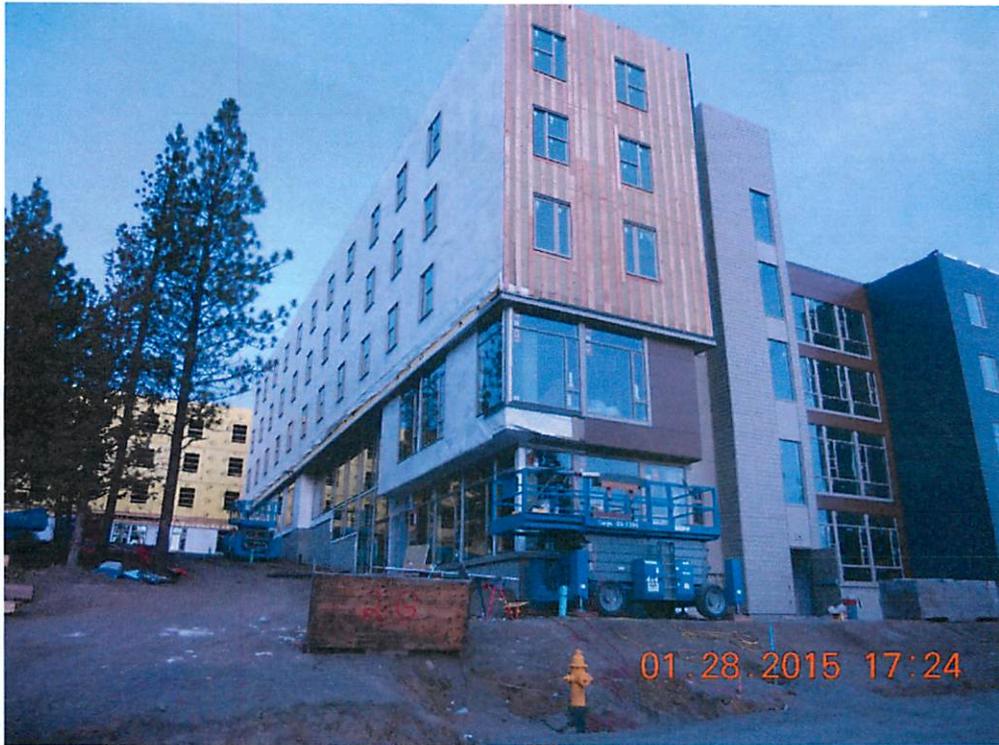
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Middle bar lower level lounge where see through fireplace will be located

## Residence Hall January 2015 Status Report

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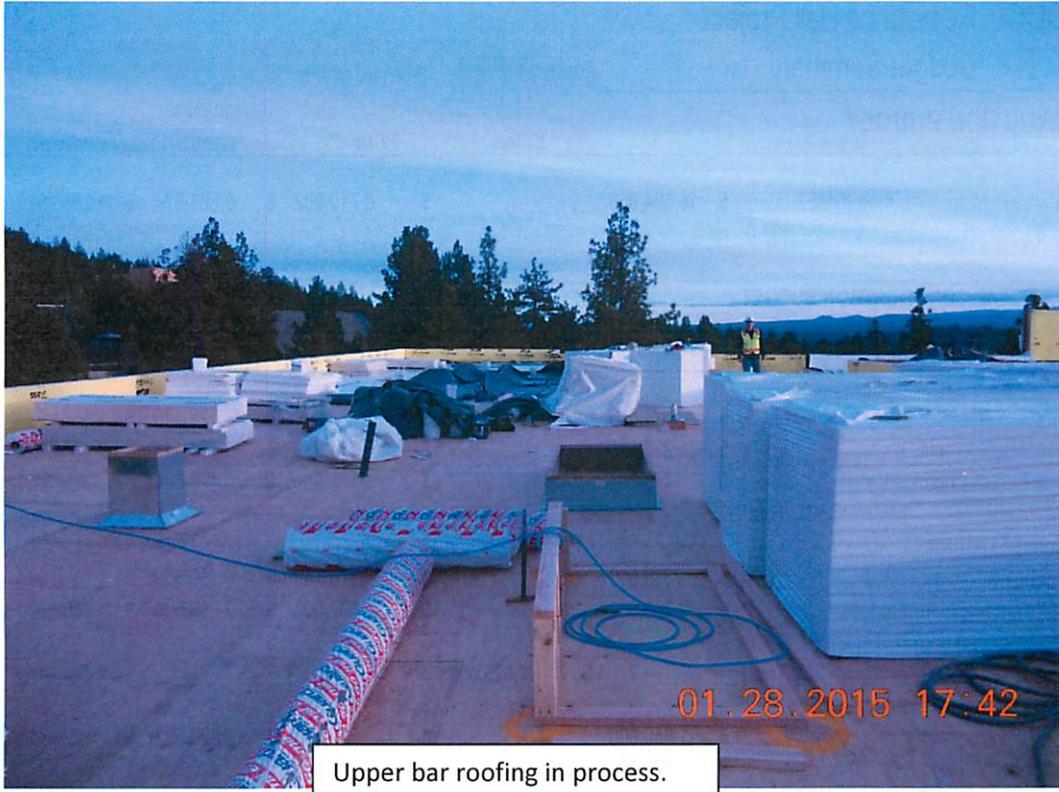
## Residence Hall January 2015 Status Report

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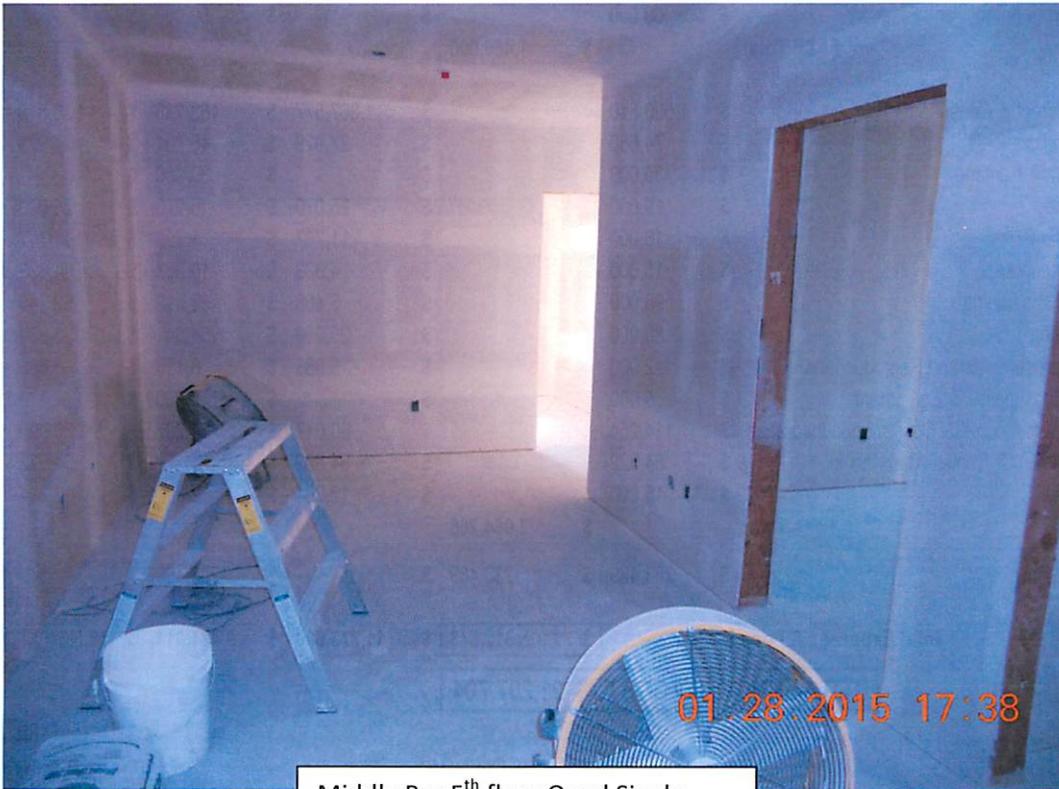


## Residence Hall January 2015 Status Report

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Upper bar roofing in process.



Middle Bar 5<sup>th</sup> floor Quad Single

## Residence Hall January 2015 Status Report

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<b>Schedule</b>	<b>Start</b>	<b>Finish</b>
Design Development Phase	June 2013	October 2013
City of Bend Pre-application meeting	July 2013	July 2013
Site Plan Application Submittal/Review	October 2013	January 2014
Commissioning Consultant Selection	November 2013	December 2013
Board decision: 25% Construction Documents	October 2013	October 2013
25% Construction Documents	October 2013	November 2013
Lease Crutcher Lewis Bidding/Reconciling	December 2013	January 2013
GMP Presentation	January 2014	January 2014
Construction Documents	January 2014	March 2014
Special Inspection Consultant procurement	February 2014	March 2014
Permit Review/Approval	March 2014	May 2014
Construction	April 2014	July 2015
Furnishing Move-in	July 2015	August 2015

## Residence Hall January 2015 Status Report

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### Project Participants

#### **COCC Steering Committee**

James Middleton, President  
Kevin Kimball, Chief Financial Officer  
Gordon Price, Director Student Life  
Joe Viola, Director Campus Services

Matt McCoy, Vice President of Administration  
Alicia Moore, Dean of Students  
Paul Wheeler, On-Campus Housing Coordinator  
Rick Hayes, Project Manager

#### **Design Consultant**

Mahlum Architecture, 1231 NW Hoyt, Suite 102, Portland, Oregon 97209  
Kurt Haapala, Principal, Seth Moran & Beth Brett, Senior Project Manager  
Pinnacle Architects (Associates) Peter Baer, Principal, Mark Rossi, Project Manager

#### **Construction Manager General Contractor**

Lease Crutcher Lewis, 550 SW 12<sup>th</sup> Avenue, Portland, OR 97205  
Tony Church, Senior Project Manager      Mike Levesque, Project Manager  
Ted Gayman, Superintendent                  Isaac Smith, Project Engineer

#### **Civil Survey Consultant**

KPFF Consulting Engineers, 111 SW Fifth Avenue, Suite 2500, Portland, OR 97204-3628  
Troy Tetsuka, Survey Manager

#### **Geotechnical Engineer**

FEI Testing & Inspection, Inc., 62979 NE Plateau Drive, #3, Bend, OR 97701  
Bill Smith, Geotechnical Engineer,

#### **Commissioning Agent**

Hugh Cx, 4800 SW Meadows Rd, Suite 300, Lake Oswego, Oregon 97035  
Doug Brown, Principal

#### **Testing Agency**

Carlson Testing, Inc., 8430 SW Hunziker, Tigard, Oregon 97223  
Scott Jordan, Manager

January 28, 2015

## COCC Redmond Campus Solar Array Project Status Report

### Update since the last written Status Report on January 5, 2015

1. COCC was notified by Energy Trust of Oregon that additional Energy Trust incentives were available for Solar Electric projects. COCC requested, and received, a Revised and Extended Solar Electric Preliminary Incentive Reservation in the amount of \$200K. This amount is an increase of \$110K over the previous Incentive Reservation. ETO Incentives and Pacific Power Blue Sky Grants now total \$520K.
2. The Oregon Department of Energy Renewable Energy Development (RED) Grant Application was submitted prior to the January 23, 2015 due date. RED Grants may not exceed 35 percent of the cost of the project and may not exceed \$250K per system.
3. Request for Proposal - 1478-14 Solar Power Purchase Agreement was issued on January 14, 2015, with an RFP due date of February 12, 2015 and Notice of Award being issued early March. A mandatory pre-proposal meeting was held on the Redmond Campus January 27, 2015. The Pre-bid attendance sheet was signed by 12 individuals, representing 5 firms.

### Project Description

COCC has approximately \$816,000.00 in legislatively required 1.5% for Solar Technology obligations, stemming from construction projects which have been completed or are currently in the Construction Phase. Funds to fully cover the obligation are currently budgeted for. COCC has until one year after construction of the Residence Hall is completed (2015) to fulfill its 1.5% Obligation.

### Project Actions to Date

In early 2010 COCC hired Mazzetti Nash Lipsey Burch of Portland Oregon, to perform Solar Feasibility Study of the Bend, Redmond and Madras Campuses. The Solar Study indicated high solar potential for the Redmond and Madras Campuses. The Bend Campus was shown to have marginal solar potential.

Based on solar potential and current electrical load (including an estimated load for the Technology Education Center), the Redmond Campus was chosen as the site to install a ground mount solar array (250-500kW) to meet the College's solar obligation.

COCC Staff prioritized three (3) sites on the Redmond Campus for installation of the solar array.

One of the sites is located in the Runway Protection Zone (RPZ) for Roberts Field. The second site is located in an area designated, on the Roberts Field Master Plan, as a future RPZ. The third site is located adjacent to the future RPZ. Due to the sites being in or near the Roberts Field Protection Zones, the College submitted was required to submit Notices of Proposed Construction or Alteration to the FAA for its comments on the proposed sites for the project. While COCC has yet to receive official comments from the FAA, it has been brought to our attention that the FAA has concerns regarding the sites in the current and future RPZ. There does not appear to be a concern on the FAA's part with the site outside the future RPZ.

### Project Delivery Options

A 500kW system is estimated to cost between \$1.2 million and \$2.2 million

COCC has investigated two options for the design, installation and maintenance of the Solar Array Project:

1. COCC would finance, design, install, maintain and retain full ownership of the system.
2. COCC would enter into a Power Purchase Agreement (PPA) with a third party provider. The College would have minimal costs associated with this option. With this option the third party would finance, design, maintain and own the system. COCC would agree to purchase the generated energy at an agreed to price with annual price increases over a certain period of time. (Normally 20years).

The agreed to price, and annual increases, would be less than what the College currently pays Pacific Power for energy and any future Pacific Power rate increases.

It is the recommendation of the College Staff to proceed with the PPA Option. This recommendation is based on a number of issues.

1. The PPA option is legislatively allowed to fulfill the 1.5% Solar Technology Obligation.
2. The PPA Option would allow COCC to use the funds currently budgeted for the obligation for other purposes.
3. The third party provider would be responsible for the maintenance and all upgrades to the system during the life of the project. There should be no need for COCC to hire new or additional staff to maintain the system.
4. Utility cost for the Redmond campus would be less than if the energy was purchased from Pacific Power.

### Power Purchase Agreement Investigations by the College to date.

COCC is a member of HGACBuy, a government procurement organization operated by the Houston-Galveston Area Council. This Organization has complemented a contract negotiation with SolarWorld and a select group of SolarWorld's Authorized installers providing of Solar System procurement through the PPA Option.

This membership enables COCC to contract with SolarWorld without the need for COCC issuing a formal Request for proposal for the PPA acquisition.

E2Solar, of Bend, is an authorized installer for SolarWorld. COCC would work directly with E2Solar should the PPA option be pursued.

COCC Staff have discussed the project with representatives of both SolarWorld and E2Solar.

**INFORMATION ITEM**



**HOUSING OPERATIONS REPORT  
February 2015**

**STAFFING UPDATE**

**Housing Marketing and Summer Conferences Coordinator:** Position posted on December 19 and closed on January 9. Hiring committee includes Gordon Price, Director of Student Life and supervisor for the position; Aimee Metcalf, Assistant Director for College Relations; Michael Hansen, Assistant Professor I - Business; Glenda Lantis, Interim Director of Community Learning; and Terri Botts, Administrative Assistant – Dean of Student & Enrollment Services. The hiring committee is currently reviewing applications and anticipates interview between February 11 to 23.

**Custodial Staff:** Working with Joe Viola (Director of Campus Services), staff are recommending two full-time custodial staff assigned to the building, noting that additional staffing will be needed at various times of the year when a fast turn-around of rooms is needed (e.g., pre- and post- large conferences and between winter and spring terms). Additional staffing may be contracted back through Campus Services existing custodial staff or through temporary agencies.

**Maintenance, Grounds and other Campus Services Support:** Staff have tentatively agreed that maintenance, grounds and other support traditionally provided by Campus Services will be provided on a “ticketing” system in which Housing Staff will make the request, Campus Services will provide the services and Campus Services will then bill Housing for these services.

**MARKETING UPDATE**

COCC’s “Learn Here, Live Here, Play Here” posters (see attachment A) were sent in mid-January to approximately 4,200 high school counselors throughout the Pacific Northwest.

Additionally, staff are finalizing an expanded new student housing website; it is anticipated to be completed by March 1.

**BUDGET DEVELOPMENT**

Kevin Kimball (CFO), Gordon Price (Director of Student and Campus Life), and Paul Wheeler (Student Housing Coordinator) have been meeting with various individuals on campus to develop a detailed student housing budget, using the pro forma as their guiding document. Details will be provided to the COCC Budget Committee and Board as part of the regular budget process. It is worth noting that currently, student housing operates under the “DORMOPS” account. To better account for various new student housing activities, staff are creating the following individual budget accounts:

- Residence Hall Operations
- Summer Conferences
- Debt Service
- Reserve

## TIMELINE/CRITICAL PATH DECISIONS

Previous iterations of the Housing Operations Report included a listing of operational activities needing completion between now and fall 2015, as well as the employees involved with each of the decisions. Based on a request by the Real Estate Committee, staff restructured this document to better identify milestones and the individual activities/tasks supporting each of these. The five primary milestones are:

- Detailed Budget Development (February 20, 2015)
- Student Contract Distribution (March 1, 2015)
- Staffing (June 12, 2015)
- Move-In Preparation (September 24, 2015)
- Post-Move In Considerations (TBD)

See attachment B for a copy of the timeline document, noting that the main document is managed via Excel.

## RESIDENCE LIFE POLICIES and PROCEDURES

**OSU-Cascades:** Initially, OSU-Cascades expressed interest in reserving a specific number of beds for their students. The COCC and OSU-C Transition Team agreed that until OSU-Cascades is independent from COCC, students admitted to OSU-Cascades will automatically be admitted to COCC. Doing so allows students to be co-enrolled at both institutions. While this is a benefit for students, it is challenging to classify a student as solely a COCC or OSU-Cascades student. Therefore, dually admitted students will be allowed to live in COCC's new residence hall and integrated in throughout the building (as opposed students assigned to a specific floor).

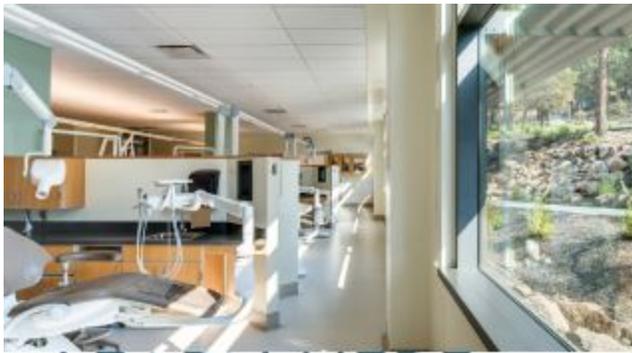
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(Back – not actual size)



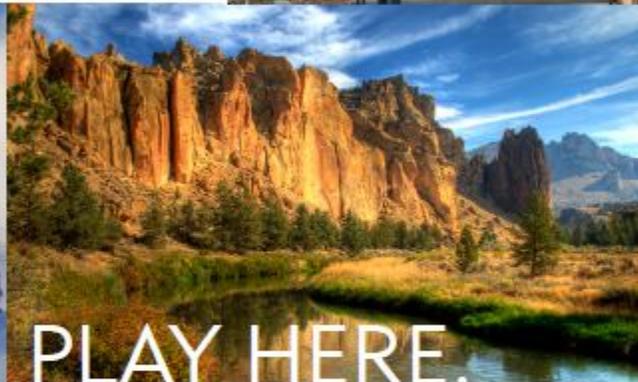
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## LEARN HERE.

Parched on a butte on the west side of Bend, Oregon, COCC is the perfect place to start something special in your life. Our Career and Technical Education programs can launch you directly into a career in more than 30 different fields. Or, if you're pursuing a bachelor's degree, we make it easy to transfer with full junior status.

Our faculty is here because they love to teach and they love to live here. And with classes averaging just 24 students, you'll get plenty of individual attention without crowded lecture halls.



## PLAY HERE.

There's no place like Bend when it comes to daytime recreation and nighttime excitement. Come shred Mt. Bachelor's powdery snow and Olympic-quality halfpipe. Fall in love with downtown, Drake Park and the many superb restaurants. Discover mountain biking at nearby Phil's Trail and rock climbing at Smith Rock State Park. Paddle the rapids on the Deschutes River and rock out at the Les Schwab Amphitheater. The perfect environment for your perfect education.



## LIVE HERE.

COCC's new residence hall will feature suite-style living in the heart of campus in close proximity to the Barber Library, Campus Center and Mazama Gymnasium. The design provides every four students with a living/common area and a bathroom or the choice to share the suite with just one other student.



[www.cocc.edu](http://www.cocc.edu) • 541.383.7500  
[facebook.com/coccadmissions](https://facebook.com/coccadmissions)

**Attachment B: Milestones/Activity Timeline**

**NEW STUDENT HOUSING:  
CRITICAL PATH TOPICS, DETAILS, AND DEADLINES**

<b>Milestone</b>	<b>Task</b>	<b>Description</b>	<b>Anticipated Start</b>	<b>Deadline</b>	<b>Resource</b>	<b>Actual Completion Date</b>
<b>Student Contract</b>	Software Implementation	Application, contract tracking, prospective student communication tracking	12/1/14	3/1/15	Sharon	
<b>Student Contract</b>	Determination on mandatory live-in requirement	Campus wide discussion. Requires change in enrollment practices. Could affect occupancy rates	12/1/14	3/1/15	Gordon/Paul	1/9/15
<b>Student Contract</b>	Room rates	Budget impact, community comparison	1/5/15	2/11/15	Alicia	
<b>Student Contract</b>	Board rates	Food service contract	1/5/15	2/11/15	Lori/Paul	
<b>Student Contract</b>	Review existing residence life/housing policies: <ul style="list-style-type: none"> <li>• Application</li> <li>• Move-in/move-out</li> <li>• Security deposit</li> <li>• Early arrival/late departure</li> <li>• Break housing</li> <li>• Room assignments</li> <li>• Termination clauses</li> <li>• Health and safety room inspections</li> <li>• Guests</li> <li>• Background check</li> </ul>	Review existing policies, updating as needed for a larger student population and consideration of “newness” of building.	1/23/15	3/1/15	Paul/Gordon	

<b>Student Contract</b>	Address designation	Forwardable address for students and USPS	2/1/15	7/1/15	Gordon/Lori	
<b>Student Contract</b>	Add immunization requirement	Does COCC wish to require for residents/currently no for residents and students	1/5/15	3/1/15	Gordon/Alicia	1/23/15
<b>Budget Development</b>	Maintenance	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	
<b>Budget Development</b>	Snow removal	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	
<b>Budget Development</b>	Grounds	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	
<b>Budget Development</b>	Custodial	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	
<b>Budget Development</b>	Trash	Ticketing/payment process, determine responsibility with housing and Campus Svcs, removal within res hall	11/1/14	2/20/15	Paul/Gordon/ Seth	
<b>Budget Development</b>	Campus Public Safety	Determine billing model	11/1/14	2/20/15	Paul/Gordon/ Seth	
<b>Budget Development</b>	Security Cameras	Determine equipment upkeep and service, purchased in construction	11/1/14	2/20/15	Paul/Gordon/ Seth	
<b>Budget Development</b>	IT Support	Determine billing model and relationship of support	11/1/14	2/20/15	Housing Leadership Team	
<b>Budget Development</b>	ResNet	Determine cost and ongoing support	11/1/14	2/20/15	Gordon/Paul/ Darren	

<b>Budget Development</b>	Impacts to other support services (Library, gym, etc.)	Determine what, if any, support from other departments, could include increased hours for specific programs, gym, library, CAP Center/billing model	11/1/14	2/20/15	Gordon	
<b>Budget Development</b>	Laundry	RFP, determine where revenue will go (housing or AUX)	11/1/14	2/20/15	Gordon/Lori/ Kevin	
<b>Budget Development</b>	OSU-C Contribution?	\$ or # of students	11/1/14	2/20/15	Alicia	12/15/15
<b>Budget Development</b>	Finalized detailed budget to Alicia for review by Housing Leadership Team	Completion of above topics	11/1/14	2/10/15	Paul/Gordon	
<b>Budget Development</b>	Finalized detailed budget to Fiscal Services	Completion of above topics	11/1/14	2/20/15	Alicia/Gordon	
<b>Staffing Model</b>	Hire Summer Conferences/Marketing Coordinator	Hiring process for the position currently in progress	1/9/15	6/12/15	Gordon	
<b>Staffing Model</b>	Hire Resident Director	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Hire Resident Assistants	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Hire Office Manager	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Determine custodial support	Review job description, determine duties, responsibilities and reporting	2/1/15	6/12/15	Paul/Joe	
<b>Move In</b>	Key/fob distribution	Determine who handles support/storage	1/4/15	9/24/15	Paul	
<b>Move In</b>	Trash removal	Determine when, how, where, who. Internal and external	4/1/15	9/24/15	Paul/Joe	
<b>Move In</b>	Recycling removal	Determine when, how, where, who. Internal and external	4/1/15	9/24/15	Paul/Joe	

<b>Move In</b>	Emergency procedures	Review and evaluate current policy/procedures	4/1/15	9/24/15	Gordon/Paul/ Seth/Jim	
<b>Move In</b>	Parking permits	Review current process evaluate any changes to process	4/1/15	9/24/15	Seth/Gordon	
<b>Move In</b>	Student ResNet account set up and communication	Communicate with Apogee re: set up, support, web page access and materials	4/1/15	9/24/15	Gordon/ Apogee/ Darren	
<b>Move In</b>	Staff office set up	When to set up and what equipment to be moved or purchased	1/4/15	9/24/15	Julie, Construction/ Campus Services	
<b>Move In</b>	Determination on when to cease operations in Juniper Hall	Current summer conference support, timeline to move housing office	4/1/15	9/24/15	Alicia	
<b>Move In</b>	Package tracking software	Process of tracking packages, purchased and in use now	8/1/14	9/24/15	Paul	9/15/14
<b>Move In</b>	Mail, FedEx, UPS delivery	Delivery and access to new bldg	4/1/15	9/24/15	Paul/ Lori/ Steve	
<b>Move In</b>	Student handbook	Outline and descriptions of policies, expectations and resources for residents	4/1/15	9/24/15	Paul	
<b>Move In</b>	Staff training	Yearly training model, topics and timeline	4/1/15	9/24/15	Paul	
<b>Move In</b>	Community development/programming model	Determine model, practices	4/1/15	9/24/15	Paul/ RD	
<b>Move In</b>	Student orientation	Determine model and timeline	4/1/15	9/24/15	Paul/RD	
<b>Move In</b>	OSU student move-in and activities	Determine early move in process, activities	1/4/15	9/24/15	Paul	
<b>Move In</b>	Front desk operations	Determine responsibilities, duties, hours. Hiring process	4/1/15	9/24/15	Paul	

<b>Move In</b>	Microfridge rentals?	Could generate revenue, Does COCC wish to provide preinstalled or make available for rental. Summer conference usage	1/4/15	9/24/15	Paul	
<b>Move In</b>	Ribbon cutting	Who, what, when	6/1/15	9/24/15	Ron/ Alicia	
<b>Future Considerations</b>	Living/Learning Communities	Determine themes, connection with faculty and academics	Winter 2016	Fall 2016	Paul/ Gordon	
<b>Future Considerations</b>	Summer Conferences	Program development, model, integration with campus departments	4/1/15	Summer 2016	Gordon	

# COCC FACULTY FORUM REPORT

Feb. 11, 2015

The COCC Faculty Forum Executive Committee (FFEC) plans to provide a written and/or oral report to the Board each month as a way of directly informing the Board regarding faculty activities and opportunities.

According to our constitution, in addition to serving as the collective bargaining unit for the COCC full time and adjunct faculty, the COCC Faculty Forum (COCCFF) also has the goals of promoting the quality of instruction at COCC; facilitating collaboration among the faculty, administrators, classified staff, and students; facilitating faculty forum participation in shared governance; and providing a common voice for COCC faculty forum members on issues regarding faculty evaluation, instructional issues, and governance.

In January, the faculty started the second term of the academic year after preparing for classes over the winter break. In this first report, we would like to inform you regarding the current state of the faculty.

The Faculty Forum currently has 179 members in the following categories:

- 124 full time (about 45 load units per year) faculty members, of which 12 are full time temporary faculty
- 55 adjunct (between 30 and 37.5 load units) faculty members

The college also employs over 150 part time faculty members, who are not part of the COCCFF. Part time faculty members teach 24.5 load units or less.

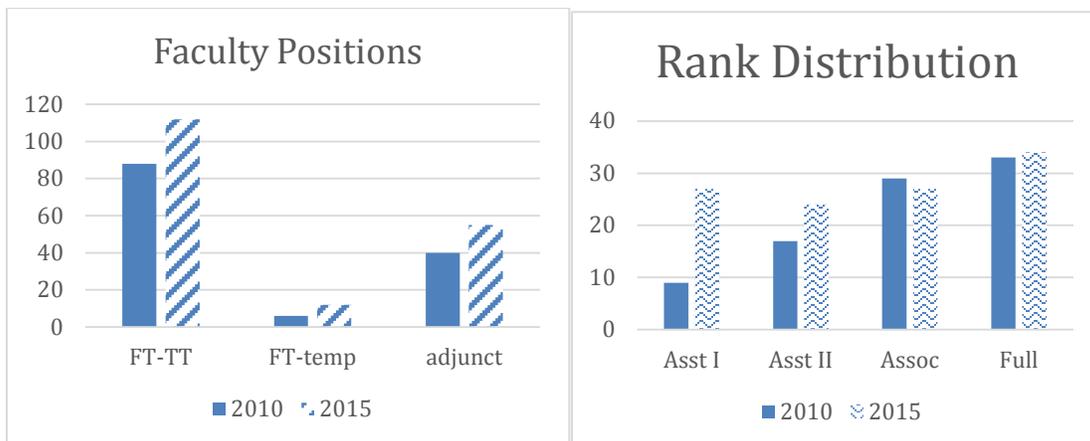
This academic year, potential changes to the Faculty Forum membership include

- 17 faculty up for promotion (various levels)
- 5 faculty up for tenure
- 4-5 new faculty positions
- 4 faculty have announced retirement during this academic year

At the moment, the full time tenure track ranks are composed of

- 34 full professors
- 27 associate professors
- 24 assistant II professors
- 27 assistant I professors

Five years ago (January 2010), the Faculty Forum had 94 fulltime faculty members, of which 6 were full time temporary faculty, and about 40 adjunct faculty members. Hiring in response to our consistent enrollment growth has resulted in a marked increase in newer faculty among our ranks (see below).



# COCC FACULTY FORUM REPORT

- We are currently working on a faculty survey aiming to assess state of faculty in terms of policies, directions for goals, and current faculty climate.



## Spotlight on the Psychology Department

Rebecca Walker-Sands, Andria Woodell, and Matt Novak are the full time faculty in this department. There are also five part-time faculty in the Psychology Department.

Current activities and innovations in the Psychology Department:

- Heroic Imagination Project: linked with a nonprofit organized by Dr. Phillip Zimbardo, a distinguished professor emeritus from Stanford University whose goal is to encourage positive change by educating others on social dynamics. Students are trained to be experts on a concept and then go into the community to share the information with others. The students have presented at conferences, on campus, guest lectured in classes and will be presenting to Cascades Connection this upcoming year. (Andria Woodell)
- Teaching externship, which is a one year part time teaching experience to help aspiring teachers develop as professionals. (Andria Woodell)
- Central Oregon Psychology Enthusiasts (COPE) – COCC Psychology Club.
- Lunch and Learns: lectures geared to students on an assortment of topics related to psychology. Topics have ranged from workshops on career paths, to serial killers, transgender kids, bystander effect and understanding hate.
- Skype with Scholars: this is the second time we have been able to connect our students with a very prominent psychology for an hour. We spend a term reading up on the work of the research and then chat with them for an hour about their work and their careers. We spoke with Dr. Eliot Aronson last year. This year it is Dr. Zimbardo.
- American Society of Primatologists (ASP) 38th annual Conference at COCC this year. The purposes of ASP are both educational and scientific. The society publishes the number one ranked primate journal in the world, the American Journal of Primatology. The goals are to promote and encourage the discovery and exchange of information regarding primates, and anyone engaged in scientific primatology or who is interested in supporting these goals may apply for membership. The society is composed of about 700 people; typically roughly 300 come to the conference from all over the US, Canada, Latin America, Europe and Asia. (Matt Novak)
- Designing a study that would involve the influence of equine therapy on stress reduction, as measured through salivary components, targeting women populations, specifically PTSD identified veterans. (Rebecca Walker-Sands)

### Faculty Fun Fact

Franz Helfenstein, Math Dept faculty forum member, rafted the Grand Canyon in a wooden dory he built during our last winter break!





## COCC Board of Directors: Student Success Committee First Year Experience Summary

### STRATEGIC PLAN CONNECTION

- Institutional Sustainability: Objective 1 and 9
- Transfer and Articulation: Objective 1 and 2
- Workforce Development: Objective 1 and 3

### INTRODUCTION and COCC HISTORY

A First Year Experience (FYE) program is a student success strategy focused on transitioning students into and throughout their first year of college. FYE programs *typically* include new student orientation, academic advising, career planning, and a student success course, although campuses may choose to include other components as well. While each of these components can exist as standalone services—as they currently do at COCC—a formal FYE program brings these elements into stronger alignment, developing common themes and connection between all services.

As part of a larger progress to identify and prioritize COCC's student success efforts in support of increasing retention and graduation rates, the College community identified the need to further explore an FYE program in spring 2013. A task force was convened in fall 2013 and recommendations presented to Interim President Metcalf in early winter 2015. A summary of the task force's recommendation is included in this report. However, it is important to recognize that COCC has included many traditional FYE components as standalone programs or services for many years. Therefore, a summary of these programs and services is below.

### NEW STUDENT ORIENTATION

#### Program Overview

COCC piloted its first new student orientation in winter 2012 at the Redmond, Madras and Prineville campuses, adding the Bend campus in winter 2013 and fully launching the program at all campuses in fall 2013. Coordinated by COCC's Director of Student Retention, Bobcat Orientation is a 3-1/2 hour event held the Friday before classes begin and targeted towards credit, certificate- or degree-seeking students. Students are placed into groups of approximately 20-25 students each. Each group is facilitated by a three person team, which typically includes a faculty member, administrative staff and student leaders. Facilitators lead students through four workshops:

- Student Account Essentials (50 minutes): Guides students through a successful login for each account (Bobcat Web, email, Blackboard), completes navigation exercises in email and Blackboard, and highlights the technology services available.
- Your Money, Your Education (30 minutes): Students set up a SALT account and begin a scholarship profile and complete a facilitated worksheet exercise using the financial aid webpage as a resource to highlight our Satisfactory Academic Progress requirements, bookstore credit, and disbursement information.

- The First Three Weeks (55 minutes): Discussion via case study and then of their own immediate needs and concerns of starting college helps students find answers, resources, and connection to one another. Students map-out the activities and actions that lead to early academic success as they transition from week 1 to week 3 of enrollment.
- Building a Growth Mindset (30 minutes): Students are introduced to the motivation concept of Mindset and applying it to reaching out to faculty and staff for help and using available services.

Students have lunch on campus and an opportunity to participate in student success presentations, a student clubs fair, and other “just in time” activities (parking permit, student ID, financial aid, etc.).

### Program Participation Rates

Although Bobcat Orientation is primarily targeted towards new, first-time, certificate- or degree-seeking students, promotional material are sent to *all* new COCC students, including transfer in, returning after an absence, and high school students. Excluding pilot terms, participation rates are:

Term	Number of Students Attending
Fall 2013	618
Winter 2014	192
Spring 2014	122
Summer 2014	82
Fall 2014	623
Winter 2015	137

Focusing on the target population of new, first-time, certificate- or degree-seeking students, yield rates are:

Term	Number of <i>First-Time</i> Students Attending	Percent of <i>First-Time</i> student yield
Fall 2013	302	41%
Winter 2014	95	32%
Spring 2014	59	30%
Summer 2014	43	39%
Fall 2014	344	43%
Winter 2015	63	27%

### Assessment

Currently, COCC tracks participation rate, first term GPA, first-to-second term retention, and year-to-year retention rates. Future metrics may include: Course completion, credit load, and Pell eligibility.

In reviewing Bobcat Orientation data for all years, Bobcat Orientation participants had a .25 higher GPA, 11% higher first-to-second term retention rate, and a 12% higher first-to-second year retention rate than those students who did not participate. Two key themes from written evaluations include students feeling of sense of stronger preparation and that faculty and staff have a genuine sense of care about student success. Feedback from faculty indicates that faculty are pleased with orientation content and the steps the College is taking to better prepare students.

## **Future Directions**

Given the hands-on technology learning component of Bobcat Orientation, which requires the use of a computer lab, COCC's Bend campus is close to capacity for Bobcat Orientation. Future considerations include adding a second day, redesigning the format, an alternative time to accommodate evening/weekend learners along with a future focus on online delivery.

Bobcat Orientation is well received amongst Redmond, Madras, and Prineville campus students during fall and winter terms. Given campus size, participation rates for spring and summer terms are low and may not yield a good student experience. Therefore, staff are exploring options by which to still offer the same content to students in a different delivery format suited for a small group and/or individuals in order to preserve the connect-to-campus outcome.

## **ACADEMIC ADVISING**

### **Overview**

After completion of COCC's placement test, all new certificate- and degree-seeking students participate in a group advising session. The session is divided into two components:

- **Advising Workshop:** During this 50-minute session, students learn how to use the COCC catalog, including identifying and understanding their degree requirements, appropriate placement for writing and math classes, amount of time needed to be successful in suggested coursework, course add and drop deadlines, and information on various policies. Students complete a worksheet which quickly summarizes this information.
- **Advising Session:** Immediately following the workshop, students work in small groups with an advisor who specializes in their major. The primary goal of this session is to identify first term courses.
- **Registration lab:** Student finish new student advising with assistance logging into their Bobcat web account, registering, and printing their schedule. Financial aid assistance is available at this point as well.

Students are assigned an advisor, based on their major, early in the term. All new certificate- and degree-seeking students are required to meet with their assigned advisor prior to registration for the next term. After the first and second term advising, students are required to meet with their assigned advisor at least once per year, although an advisor may require a student to participate in advising prior to one year depending on the student's situation.

### **Shared Advising Model**

COCC has a shared advising model in which both faculty and professional advisors advise students. All faculty are trained to advise "exploratory" (undecided) students, although due to volume, many advise only students in their discipline. COCC's professional advisors typically advise exploratory students, although one advisor is dedicated to students interested in allied health fields and one serves primarily pre-nursing students. Professional advisor loads average 281 students per full-time advisor.

### **CAP Center**

Recognizing the potential synergy between various support services, COCC created the [CAP \(Career, Academic and Personal Counseling\) Center](#) in 2003-04. The CAP Center is staffed by a director, 4.75 academic advisors, one career services coordinator, a .75 placement testing coordinator, and two

support staff. Additionally, the CAP Center contracts with St. Charles Medical Center to provide 35 hours per week of mental health counseling to students.

CAP Center advisors also provide advising services, exploratory or specialized, in Redmond (four days per week), Madras (one day per week), and Prineville (one day per week).

## CAREER SERVICES

COCC's [Career Services](#) assists students with career planning and exploration, finding part-time student employment (including federal financial aid work-study opportunities), developing job search skills and locating career placement resources, and assisting exploratory students in defining a goal aligned with occupational interests. Employers also work with COCC's Career Services for on-campus job recruiting and posting of jobs.

Students can receive one-on-one assistance with these activities or participate in one of the many annual workshops provided by the Career Services Coordinator. In 2013-14, COCC provided the following workshops:

- Major Confusion? Determining Your College Major
- Resume Writing
- From College Success to Career Success
- + class presentations on both Job Search and Career Exploration topics

## STUDENT SUCCESS COURSES

COCC offers a variety of optional student success-focused [classes](#) including:

- Career Planning (3 credits)
- College Success (2 credits)
- Effective Job Search Strategies (2 credits)
- Note taking (1 credit)
- Procrastination and Motivation (1 credit)
- Study Strategies (3 credits)
- Test Taking (1 credits)
- Time Management (1 credit)
- Values Clarification (1 credit)

Student assessment data collected from AY 2009-2012 indicates that students who successfully completed HD100: College Success (COCC's FYE-type course) were consistently retained both one term and one year later at a higher average percentage than students who did not complete the course. Specifically, successful completers had an average 17% higher percentage of students retained in the next term and 8% higher one year retention average. Data indicates that the Study Strategies (HD 101) course has similar retention effects.

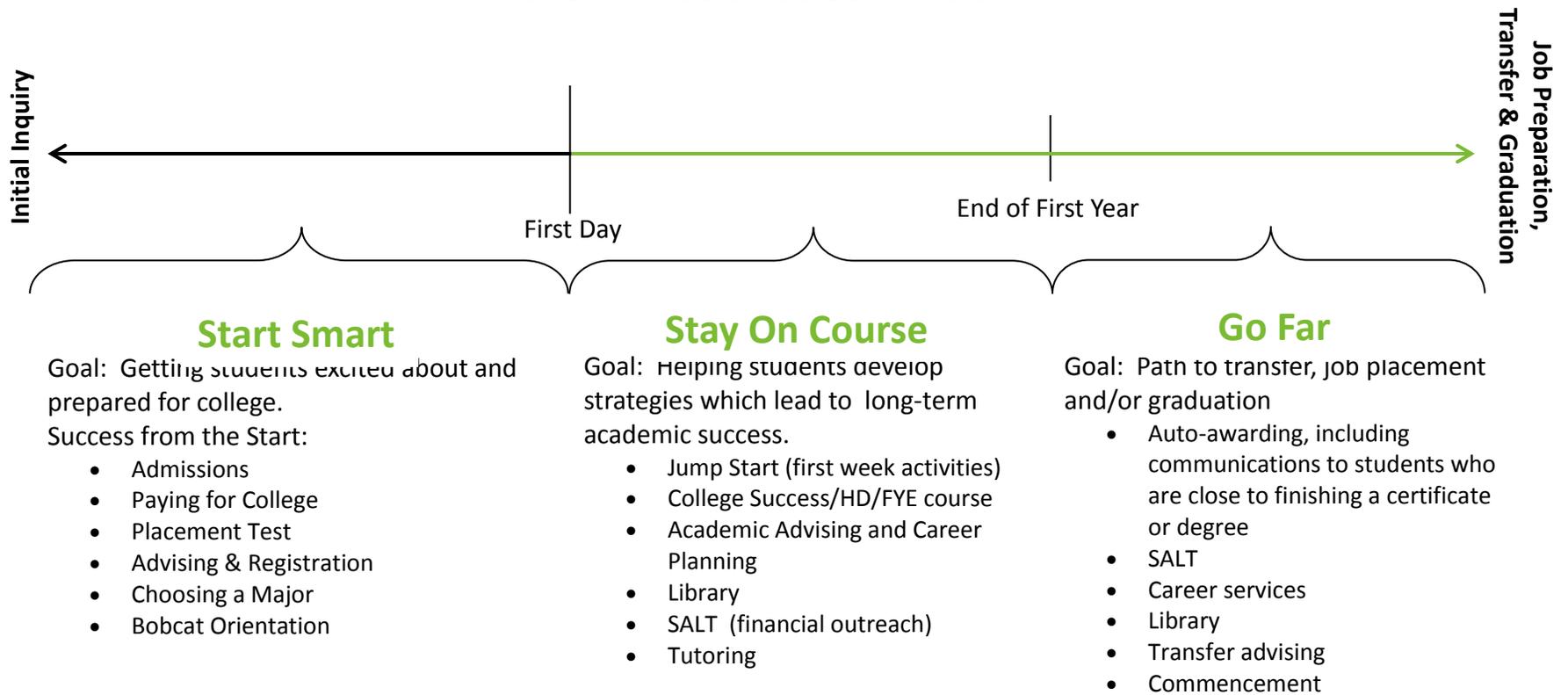
In the 2013-14 academic year, the program director for Human Development and the Director of Student Retention collaborated on a President's Innovation grant to work on aligning the College Success course with national best practices for FYE courses. The learning outcomes for the College Success course have been modified and approved by the curriculum committee to reflect the results of those efforts. In addition, a group of faculty who work primarily with first year students participated in a training on the themes and content of the College Success course.

## **FUTURE DIRECTIONS**

Most recently, staff identified three "phases" of a student's academic career: activities prior to the first day of the term, activities typically completed between the first term and first year, and activities targeted to helping students reach their academic goals. Spanning the entirety of the student lifecycle, the activities are designed to be those out-of-class activities that support in-class success; they are also those which are accessible to all certificate- and degree-seeking students, as opposed to smaller, targeted initiatives. COCC's College Relations staff helped identify key taglines for each of these phases as well as a logo or "mark" to help identify these activities. As the College moves forward with its student success initiatives—including first year experience activities—these taglines and marks will help students identify activities intentionally geared towards academic progress and completion. See the attached for a summary of this work.

Recommendations from President Metcalf will help inform future first-year experience work, but is anticipated to include refinements to Bobcat Orientation, assessment of future possibilities for first-year experience coursework, assessment of COCC's academic advising program, evaluation of means needed to better unify FYE activities, and development of FYE assessment criteria, among other activities.

## Attachment: STUDENT SUCCESS CONTINUUM



CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS

**OLD BUSINESS**

Prepared by: Shirley Metcalf, Interim President

**A. Issue**

To approve the Central Oregon Community College Mid-Cycle Evaluation Report which needs to be submitted to the Northwest Commission on Colleges and Universities (NWCCU) by Thursday, March 26, 2015.

**1<sup>st</sup> Reading**

**B. Discussion / History**

The NWCCU Mid-Cycle Evaluation is conducted in the third year of the seven year cycle and is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in Year Seven. The purpose of this visit is to evaluate the College in regard to progress in assessing mission fulfillment, particularly student learning outcomes. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation.

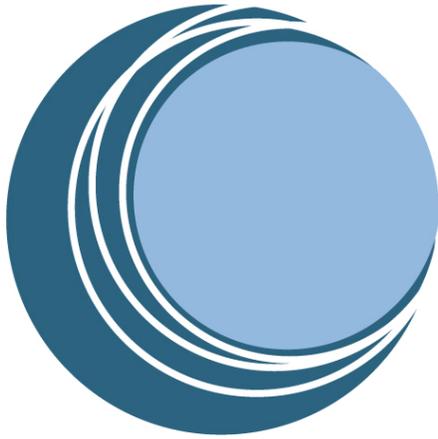
COCC's Year Three Mid-Cycle Evaluation visit is on April 23-24, 2015 with two evaluators.

The COCC Accreditation Coordinating Team (ACT) has worked hard to prepare this report which is attached. This report addresses the NWCCU questions and the responses to recommendations from prior accreditation visits.

The ACT is composed of: Shirley Metcalf (Accreditation Liaison Officer, Charles Abasa-Nyarko, VPI; Michele Decker, Nursing Associate Professor; Michael Fisher, Instructional Dean; AnneMarie Hamlin, Humanities Associate Professor; Chad Harris, Instructional Dean; Julie Hood-Gonsalves, Science Professor; Kevin Kimball, CFO; Matt McCoy, VPAA; Alicia Moore, Dean of Student and Enrollment Services; Jenni Newby, Instructional Dean; Stephen Newcombe, Assistant to the VPI; Ron Paradis, Director of College Relations; Brynn Pierce, Institutional Effectiveness Director; Tony Russell, Asst. Professor; and Jerry Schulz, Interim Extended Learning Dean.



Exhibit: 8.a1  
February 11, 2015



**CENTRAL OREGON**  
community college

MID CYCLE SELF-EVALUATION REPORT  
Northwest Commission on Colleges and Universities  
Submitted: April 2015

Mid-Cycle Self-Study  
Submitted to BOARD for review on 2/4/15

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Supporting documentation is provided on the [Accreditation Resource Page](#) and is as hyperlinked and numbered throughout this document. Additionally, a full listing of all documents is provided in Appendix B.

## Preface

Central Oregon Community College (COCC) is a two-year public community college with 16,901 students enrolled in college credit and non-credit classes during the 2013-14 academic year. The main campus is located in Bend, Oregon, with campuses in the nearby communities of Redmond, Madras, and Prineville. The COCC district covers a 10,000-square-mile area including all of Crook, Deschutes, and Jefferson Counties, as well as the southern part of Wasco County and the northern portions of Klamath and Lake Counties. A seven-member board of directors, elected from varied geographic zones, governs the College, which employs 120 full-time faculty, 52 adjunct faculty, approximately 164 part-time instructors, and more than 200 staff.

## Highlights of key changes at the college since 2010

Central Oregon Community College has experienced significant change in the past several years. The following summary illustrates some of the key changes that have impacted the College since 2010:

### Leadership changes

Dr. Shirley Metcalf serves as interim president following the retirement of Dr. James Middleton, Central Oregon Community College's president of ten years. Metcalf will serve until the search for a permanent president is completed in spring of 2015.

Dr. Charles Abasa-Nyarko, vice president for instruction (VPI), joined the College in the summer of 2013 and is the fourth VPI since 2010.

The College increased the number of instructional deans from two to three in 2011 and has had seven individuals serving in these roles since 2010. The current instructional deans are:

- Dr. Michael Fisher
- Dr. Chad Harris
- Dr. Jennifer Newby

### New Strategic Plan

From 2011 to 2013, COCC developed the College's Strategic Plan, engaging the Central Oregon community as well as the College's students, faculty, staff, and administration in an inclusive process to develop the plan ([Setting Strategic Direction for 2013<sup>1</sup>](#)). The board of directors approved the [2013-18 Strategic Plan<sup>2</sup>](#) in June 2013. The College uses this document to plan and guide programs and services. Examples of how the College uses the Strategic Plan are provided throughout this document.

### College Planning Team

In 2014 the College formally adopted a planning process that established the College Planning Team (CPT) and five theme teams. These five theme teams are: Institutional Sustainability, Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. The CPT

coordinates College planning efforts, including the work of the theme teams. The five theme teams define and assess the five themes outlined in COCC's Strategic Plan.

### Academic Master Plan

In winter 2014 Vice President of Instruction Abasa-Nyarko convened a task force to develop an [Academic Master Plan](#)<sup>3</sup>. The Academic Master Plan (AMP) identifies evidence-based instructional priorities to guide decision-making and planning for 2015-2018. The AMP is composed of faculty and staff from across the institution.

### Student success initiatives

In spring 2013, a task force researched, identified, and prioritized key student success initiatives related to the institution's mission ([Student Success Planning](#)<sup>4</sup>), collecting feedback from across the institution. The task force identified three for further exploration: 1) a first-year experience (FYE) program, 2) early interventions aided by earlier enrollment deadlines, and 3) automatic awarding of certificates or degrees. The early interventions work was put on hold because of potential overlap with FYE; however, another task force was formed to examine how federal changes to financial aid regulations might be implemented to foster student success. All task forces finalized their proposals in late fall 2014, and the proposals are pending approval by the college president as of the time of this report.

### New programs/certificates/degrees

The College has added several new programs, certificates, and degrees since the 2012 accreditation visit:

- Center for Entrepreneurship Excellence and Development (CEED) – New Venture Creation certificate, associate of applied science (AAS) in Entrepreneurial Management
- Early Childhood Education – Child, Family and Community Studies certificate
- Non-Destructive Testing and Inspection (in development)
- Unmanned Aerial Systems – AAS
- Veterinary Technician – AAS

### Facilities

A 2009 bond measure resulted in \$54 million for construction of six buildings throughout the COCC District. In addition, the Foundation raised \$3 million for a new culinary arts facility. The buildings, with opening dates, include:

- Heath Careers Center, 2012
- Jungers Culinary Center, 2011
- Madras Campus, 2011
- Prineville Campus, 2011
- Redmond Technology Education Center, 2014
- Science Center, 2012

### Outcomes-based assessment

In 2013-14, the College piloted an outcomes-based assessment of student learning grounded in the work of Ruth Stiehl and Don Prickel. The pilot project was initiated through the theme teams and focused on student learning outcomes at the course, program, and theme levels. The pilot activities laid the foundation for outcomes assessment in instruction, and the College is exploring whether this [model](#)<sup>5</sup> will be an effective assessment tool for assessing non-instructional areas.

### Data management

The College established the [Data Stewardship Advisory Committee](#)<sup>6</sup> in spring 2013 to develop a cohesive approach to managing and using data to support decision making at COCC.

### Accreditation history

In spring 2011, a three-person peer evaluation team from the NWCCU conducted a year one evaluation, COCC's first evaluation under the new standards and seven year cycle. The review took place using an off-site virtual environment. The evaluation consisted of a virtual organizational meeting followed by virtual evaluation meetings using audio conferencing as authorized by the Commission.

The following year, spring 2012, NWCCU conducted COCC's year seven comprehensive evaluation under the new standards and seven year cycle. The compressed timeline was due to the fact that COCC's last full comprehensive review was in 2002.

The College's accreditation was reaffirmed in July 2012 on the basis of the year seven comprehensive evaluation. The Commission also requested that the spring 2013 Year One Self-Evaluation Report address Recommendations 1, 2, and 3 of the Spring 2012 Comprehensive Peer-Evaluation Report.

From March 1, to May 17, 2013, a three-person peer-evaluation team from the Commission conducted a year one peer evaluation of Central Oregon Community College. The evaluation consisted of teleconferenced meetings authorized by the Commission and was based upon the Commission's 2010 Accreditation Standards and Eligibility Requirements.

All reports and NWCCU responses are on the College's [accreditation page](#)<sup>7</sup>.

### Conclusion

The Central Oregon Community College board of directors, faculty, and staff are committed to the NWCCU accreditation standards. This mid-cycle evaluation report will address the progress the College has made in developing a comprehensive assessment model associated with each core theme. The report also discusses the development of an organizational structure that supports strategic planning and accreditation as well as how the College engages stakeholders from across the institution.

## Part I: Aligning mission, mission fulfillment, and sustainability

COCC's development of a comprehensive assessment plan has been steadily moving forward within the context of the College's many changes. This section describes COCC's plan for aligning our mission with mission fulfillment and sustainability.

### 1. Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the board of trustees involved?

Central Oregon Community College's board of directors, faculty, and staff are developing a comprehensive and collaborative process to assess mission fulfillment. From 2011 to 2013, COCC engaged in an inclusive process to review its mission and develop the College's strategic plan. The COCC board of directors approved the [2013-18 Strategic Plan](#)<sup>2</sup> in June 2013. As part of this plan, Central Oregon Community College's revised mission is "to promote student success and community enrichment by providing quality, accessible, lifelong education opportunities." The vision statement further details how COCC seeks to achieve this mission: "To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities served."

**Mission Fulfillment Definition.** In its [2012 accreditation report](#)<sup>8</sup> (see page 138), the College stated, "COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes." This process currently is done with a color-coded rating: Red signifies achievement that has not yet met the minimum benchmark threshold; yellow signifies achievement at an acceptable level; and green signifies that aspirational achievement has been reached. COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the achievement indicators in each of the four core theme areas. The College will review and evaluate this definition and process in the coming year.

**Planning Model.** As illustrated by figure 1, the College's mission and vision are at the center of the institution's planning model with [institutional values](#)<sup>9</sup>, themes, and strategic objectives serving as the environment and organizational structure by which the College works to achieve the mission and vision.



For accreditation, the College uses four core themes, developed with the guidance of the NWCCU. All mid-cycle responses relate to these four core themes: Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. However, the [2013-18 Strategic Plan](#)<sup>2</sup> has added a fifth theme, Institutional Sustainability, in order to better identify and assess the work that takes place in non-instructional areas of the College. Deciding how to align this strategic planning theme with the four accreditation core themes will happen among recently established planning teams, described below.

Figure 1: COCC planning model

In order to implement the 2013-18 Strategic Plan, the College piloted [six planning teams](#)<sup>10</sup> in fall 2013: the College Planning Team (CPT) and a team for each of the five strategic planning themes (theme teams). Membership for all six planning committees is drawn from across the institution. The CPT is charged with facilitating a comprehensive approach to planning, including providing guidance to and coordinating the theme teams. After a successful pilot year, College Affairs, the College's governance committee, endorsed and the President approved the committee structure and purpose for these six committees as permanent committees in spring 2014.

The theme teams are responsible for understanding and affirming strategic objectives as well as establishing indicators, rationales, and benchmarks for the objectives. Theme teams will have initial indicators and benchmarks completed by June 2015. They also assist the College in addressing NWCCU recommendations related to the accreditation core themes. In an effort to respond to the May 2012, Recommendation 1, the theme teams spent the first part of 2013-14 developing Theme Outcome Guides (TOGS)<sup>5</sup>, tools that help align student learning outcomes, assessments, and performance indicators. The TOGS are at varying stages of development.

Theme team work will be reviewed by the CPT and approved by the college president before a final version is presented to the COCC board of directors for review and approval. CPT provides updates to the president and board at board meetings and retreats, and the board provides feedback regarding relevance and areas for improvement.

The College has collected assessment data from different areas of the institution for many years; however, the activity was not done in a coordinated, systematic, sustainable way. Since the spring 2013 Year One Peer Evaluation, the College has worked to remedy this challenge by introducing and piloting an outcomes-based assessment process in instruction. Theme teams initiated this pilot, which focused on student learning outcomes at the course, program, and theme levels. The piloted methodology introduced the theme outcome guides mentioned above. (Theme-Level Outcome Guides<sup>11</sup>)(need to get copies of each outcome guide and link later).

The pilot activities laid the foundation for systematic student learning outcomes assessment in instruction. In 2014-15, the College will decide how best to support the continued work of assessing student learning and determine whether to adapt the outcomes assessment process to non-instructional related activities.

The College is also studying how to connect the results of outcomes assessment—specifically the theme outcome guides and assessment results—to the strategic objectives and indicators in the Strategic Plan. As that connection is made, and once the planning teams, president, and board of directors have endorsed the indicators, the College will review overall achievement.

## 2. Are your core themes and objectives still valid?

### Themes

An early adopter of the newest accreditation standards, COCC chose its four core themes with guidance from NWCCU staff. The four core themes are Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. Four core theme teams, precursors to the theme teams piloted in fall 2013, created objectives and indicators in conjunction with the 2013-18 Strategic Plan. These core theme

teams included representation from multiple instructional and operational areas of the college. The current theme teams have begun to refine the objectives and indicators established by the previous teams.

The College believes the current core themes are valid because these themes directly support the College mission, and the alignment between the core themes and the mission is clear. However, the College recognizes that these core themes are primarily identified with instruction and have limited application to non-instructional parts of the institution. As a result, assessing mission fulfillment with these four accreditation core themes alone provides an incomplete picture of the institution. Further work refining the objectives and indicators, as well as the possible incorporation of the fifth core theme of Institutional Sustainability, will help the College assess core theme validity in future reports.

Although not yet a part of our NWCCU accreditation core themes, the addition of a fifth theme, Institutional Sustainability, and its accompanying theme team have already improved planning and collaboration across instructional and other operational units of the College. In the coming year, the College Planning Team and the theme teams will consider modifying the core themes to more closely align to the College mission and encompass institution-wide planning and assessment.

### Objectives

Work of the theme teams since 2013 suggests that some objectives remain valid and measurable, and some require revision. Theme teams began reviewing objectives in light of NWCCU recommendations and feedback in the 2013 Year One Evaluation Report. Some teams recommended modifying objectives to reflect what the College wants to do and is able to measure; modifications would also demonstrate a clearer connection to student learning.

Because the theme teams worked separately, the objectives and the corresponding indicators do not share a similar focus, style, or voice. For example, objectives for three of the core themes focus on institutional concerns, while objectives for the fourth theme focus on student outcomes. Therefore, while theme teams made progress revising objectives for each of the core themes, additional work is needed to develop a common understanding of how objectives should be focused and presented to be in the College Strategic Plan. The College Planning Team (CPT) will work with the theme teams to ensure consistency.

### 3. Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

The level of satisfaction with the indicators varies across the theme teams. In 2013-14, the theme teams began reviewing objectives and indicators using feedback from NWCCU in the 2013 Year One Peer-Evaluation Report. Their work was based on an improved understanding of the objectives and indicators. Many faculty, administrators, students, and staff from across the College participated in this process.

All core theme teams developed Theme Outcome Guides (TOGs) to create a picture of how the performance indicators connect to assessing student learning at the theme level. The College Planning

Team and theme teams recognize there is a disconnect between the TOGs and the Strategic Plan and will work to create a stronger link between the College Strategic Plan and TOGs.

Reviewing and analyzing data related to indicators is the next step for assessing mission fulfillment for the College. From this information, the College will be better able to determine whether the objectives and indicators provide the evidence necessary to assess mission fulfillment.

In summary, the College has implemented internal planning structures that bring together campus stakeholders from all areas to evaluate and refine the objectives and indicators. However, not all themes teams have begun to identify and review their data. Consequently, determining whether the indicators provide data to effectively evaluate mission fulfillment will take place in 2015-16.

## Part II: Using core themes to achieve our mission

This section highlights two representative examples of how the College uses core themes focused on student learning to achieve its mission. The examples listed below are from the core themes of Workforce Development and Transfer and Articulation. These examples are pilot models which emphasize the alignment between the current core themes, objectives, and indicators; student learning outcomes at the theme, program, and course level; and how together they support fulfilling the College mission.

### Example 1:

**Core Theme:** Workforce Development

**Objective WD.2:** Deliver CTE curricula that meets current industry standards

**Objective WD.3:** Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.

### Nursing

The nursing program consists of 106 credits including 44 credits of pre-nursing course work and 62 credits of nursing course work. Pre-nursing courses consist of biology, writing, math, computer science, chemistry, nutrition, and developmental psychology. Students successfully completing the first year of the nursing program are qualified to sit for the National Council of State Boards of Nursing Licensing Examination for licensure as a practical nurse (NCLEX-PN) and at the end of the second year for licensure as a registered nurse (NCLEX-RN).

The purpose of the nursing program is to “provide an accredited nursing education program that prepares students to achieve the Associate of Applied Science in nursing, as described in the [Nursing Program Student Handbook<sup>12</sup>](#) (page 5). The nursing program prepares students to provide holistic, individualized care as beginning-level nurses in the role as provider of care, as manager of care, as communicator, as teacher, and as member within the discipline of nursing”.

The nursing program supports mission fulfillment through the Workforce Development theme and objective WD.2 and WD.3 above by aligning student learning outcomes and performance indicators documented through outcome guides.

Three levels of outcome guides support the Workforce Development theme:

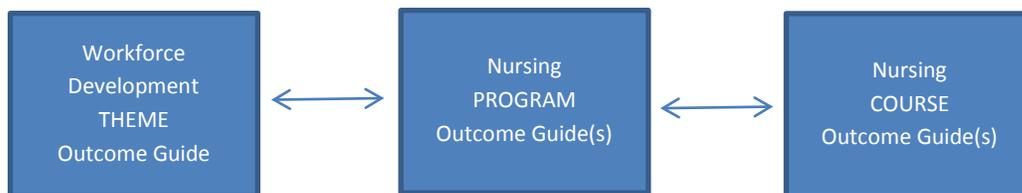


Figure 2: Outcome guides for Workforce Development

- **Workforce Development Theme Outcome Guide (TOG)**  
The Workforce Development theme team worked directly with the COCC Career and Technical Education Council to develop the [Theme Outcome Guide \(TOG\)](#)<sup>13</sup>.
- **Nursing Program Outcome Guide (POG)**  
COCC's nursing curriculum is outcomes based and uses a design-down educational theory model. Nursing faculty designed its [Program Outcome Guide \(POG\)](#)<sup>14</sup> for both registered and practical nursing levels in 2005-2006. Curriculum plans and course outcome guides and were generated from these POGs with special attention to leveling, sequencing, and alignment.
- **Nursing Course Outcome Guide(s) (COG)**  
The POGs drive the [Course Outcome Guides \(COGs\)](#)<sup>15</sup>. Each course has its own COG, as well as a subset of COGs referred to as Skills Lab Outcome Guides (SLOGs). These guides, which are unique to nursing, direct the lab curriculum for each course. Each content hour in lecture has student learning outcomes and learning objectives identified. Course assignments have identified outcomes and learning criteria. Clinical experiences are directed by course-level student learning outcomes and student performance is measured by the Clinical Assessment Tool. (example [Nursing 106 Course Syllabus](#)<sup>16</sup>)

Evidence of the alignment between the Workforce Development theme and nursing program student learning outcomes is available in the [Comparison of College Mission to Workforce Development Student Learning Outcomes](#)<sup>17</sup>.

#### **Nursing program comprehensive assessment plan**

COCC's nursing program is evaluated each academic year by the nursing faculty and includes assessing student learning and reviewing a set of internal and external program performance indicators which are detailed in the [Nursing Program Outcome Guide](#)<sup>14</sup>.

#### **Assessing student learning**

COCC's nursing program assesses student learning by identifying whether students meet or exceed outcome criteria on

- Clinical assessment tools
- Clinical preparation and reflection

- Group presentations
- Nursing concept written and oral presentations
- Nursing process clinical competency papers
- Patient-teaching wellness assignments
- Personal wellness projects
- Skills lab competencies (in the Learning Resource Center)
- Writing assignments

Pass rates on theory (didactic) exams at greater than 76.54 percent and scoring higher than 850 on the [HESI-PN—need to spell out](#) (HESI-PN) and RN exit exams, also help indicate student success. The assessment section of each course syllabus outlines how grades are determined (example [Nursing 106 Course Syllabus<sup>16</sup>](#)), and the [Nursing Program Student Handbook<sup>12</sup>](#) contains related policies. The Nursing Department summarizes student cohort success on the HESI-RN via [Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse<sup>18</sup>](#).

### **Performance Indicator Review**

In order to assess the program, nursing faculty regularly review performance by cohorts of students on the NCLEX-RN course exams, licensing predictor tests, graduation rates, curriculum surveys, and program satisfaction surveys. Nursing faculty used these data to monitor the program performance indicators in 2013-2014 and to make changes as needed. The results of their most recent study are provided in Table 1 below. See the [Theme Outcome Assessment Analysis Summary<sup>19</sup>](#) for in-depth discussion.

Nursing Program Student Learning Outcomes	Assessment	Results	Benchmarks, Measurement, Analysis and Plan
<p>As Provider of Care: Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based and long term care settings.</p> <p>As Manager of Care: Coordinate and manage the delivery of care to meet the health care needs for a group of patients.</p> <p>As Communicator: Utilize therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.</p> <p>As Teacher: Develop and implement individualized teaching plans for patients, families, and caregivers.</p> <p>As Member within the Discipline of Nursing: Internalize and model professional behaviors, and values of the registered nurse.</p>	2013 HESI-RN Assessment Pass Rate	<b>Not Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse<sup>18</sup></a>
	2013 HESI-PN Assessment Pass Rate	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary HESI-Practical Nurse<sup>20</sup></a>
	NCLEX-RN Pass Rates	<b>Not Met</b>	<a href="#">NCLEX-RN First Time Pass Rates<sup>21</sup> and Outcome Assessment Analysis- Executive Summary 2013 NCLEX-RN Pass Rate<sup>22</sup></a>
	2014 Graduation Rate	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2014 Graduation Rate<sup>23</sup></a>
	2012 Graduate Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary Graduate Survey<sup>24</sup></a>
	2013 First Year Curriculum Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2013 1<sup>st</sup> Year Student Curriculum Survey<sup>25</sup></a>
	2013 Second Year Curriculum Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2013 2<sup>nd</sup> Year Student Curriculum Survey<sup>26</sup></a>

Table 1: Nursing Program Outcomes, assessments, and results

**Are the indicators meaningful—are there too many? too few?**

In preparation for the spring 2013 Oregon State Board of Nursing site visit, the nursing faculty completed a comprehensive review of program performance indicators and how these indicators are assessed. However, in the spirit of continuous improvement, nursing faculty plan to develop new evaluations for cohort performance on comprehensive skills assessments, clinical assessment tools, and

nursing process assignments. Nursing faculty deemed that performance indicators are meaningful and appropriate in number.

On a Workforce Development theme level, there are currently too few meaningful indicators to aid in evaluating the College's Strategic Plan and ultimately mission fulfillment. The College will need to standardize and summarize a set of program-level performance indicators that can be used across all workforce development programs.

#### **What has been learned? What do the data tell?**

Based on its analysis of assessment and survey data, the nursing program is considering or working on the following:

- Analyzing all evaluation tools used across the program
- Completing a comparative analysis of the NCLEX-RN test plan (see [Nursing Program Survey Data](#)<sup>27</sup>)
- Performing a gap analysis of lecture content
- Reorganizing curriculum into a concept model

Next steps in the comprehensive assessment plan include summarizing data from Clinical Assessment Tools, LRC Skills Performance Checklist-Comprehensive Assessments/first attempts, term and final exam analysis, and Nursing Process Assignment Rubrics.

#### **How are data collected, analyzed, and communicated?**

All nursing faculty design assessments, collect data, and analyze findings using outcome assessment analysis tools that support outcome identification, assessment design, results, and [analysis of findings](#)<sup>19</sup> with recommendations for change. Results are communicated at regular nursing faculty curriculum meetings and curriculum workdays and are reflected in nursing department minutes. Additionally, the nursing program communicates results of ongoing assessment to the Oregon State Board of Nursing during scheduled program approval survey visits, to the program's advisory board at annual meetings, and to College academic administrative leadership. Assessment project results inform the curriculum and help faculty to maintain a quality and rigorous program of study.

#### **Example 2:**

**Core Theme:** Transfer and Articulation

**Objective TA.3:** Provide students with a high quality general education.

**Indicator TA.3.b:** Five-year program focus area assessments (all nine areas) are regular and indicate opportunities for "closing the loop"  
(proposed)

#### **Writing Focus Area**

The College defines the term *program* as an "institutionally established combination of courses and/or requirements leading to a degree or certificate" (COCC Academic Affairs Committee, April 2014). Under this definition, COCC transfer degrees—Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer (ASOT) and Associate of Science (AS)—are considered programs. Transfer degrees

comprise a combination of general education (writing, information literacy, speech, mathematics, health, cultural literacy), discipline studies (arts and letters, social sciences, science/math/computer science), and elective courses.

The College designates these general education and discipline studies courses into nine focus areas: Writing, Information Literacy, Speech/Oral Communication, Mathematics, Health, Cultural Literacy, Arts and Letters, Social Science and Science/Math/Computer Science. The [student learning outcomes](#)<sup>28</sup> (page 32) for the nine focus areas are adopted from work accomplished by the Oregon Joint Boards Articulation Committee (JBAC), ensuring equivalent student learning requirements throughout public colleges and universities in Oregon.

To illustrate, the AAOT is a “program” comprised of all nine “focus areas.” The focus area highlighted in example 2 for this report is writing. The writing focus area includes college-level writing courses (121, 122, 227) but does not include developmental writing (60, 65, 95) or creative or business writing courses. For the remainder of part II of this report the writing focus area will be referred to as writing.

Writing supports mission fulfillment and objective TA.3 through the alignment of student learning outcomes and performance indicators, documented through outcome guides. Four levels of outcomes guides support the Transfer and Articulation theme, as illustrated in Figure 3, below.

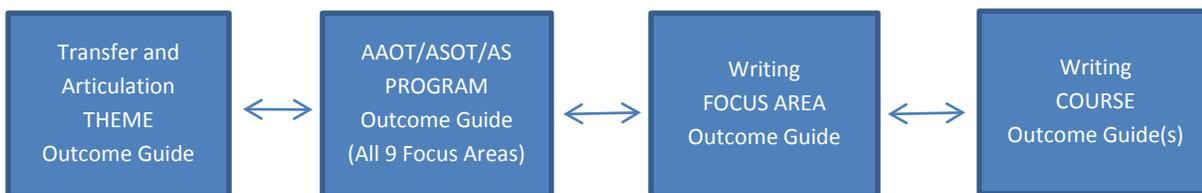


Figure 3: Outcome guides for Transfer and Articulation

- **Transfer and Articulation Theme Outcome Guide (TOG)**  
The Transfer and Articulation theme team developed the [Transfer and Articulation Theme Outcome Guide](#)<sup>29</sup>. Several stakeholders reviewed the TOG, including faculty, academic department chairs, members of the College Planning Team, and Academic Affairs, the College’s academic governance committee.
- **AAOT/ASOT/AS Program Outcome Guide (POG)**  
The transfer degree/program outcome guides represent a compilation of all nine focus area learning outcomes, themes, process skills, and performance indicators. While all nine focus areas have defined student learning outcomes, the other sections of these guides are currently under development.
- **Writing Focus Area Outcome Guide**  
The [Writing Focus Area Outcome Guide](#)<sup>30</sup> is currently under development, as mentioned above, and due for completion in winter 2105.

- **Writing Course Outcome Guide (COG)**

All writing courses have course-level outcomes that are consistent from section to section. Writing courses have yet to adopt the Course Outcome Guide format but plan to do so in 2015-16.

Writing's course-level student learning outcomes are aligned from developmental (WR 60, 65, 95)—which are covered under the Basic Skills Theme—to college-level (WR 121, 122, 227) instruction through the humanities department's composition committee.

Along with the other eight focus areas, writing participates in the Transfer Program's [Course Coverage Report](#)<sup>31</sup>, which documents the percentage of instructors whose course syllabi include both course and program level outcomes. The report also certifies that existing courses still correspond with their appropriate focus area outcomes. Approximately 75 percent of writing courses syllabi include course, as well as focus area outcomes, and this percentage is increasing each term. Currently, department chairs maintain the Course Coverage Report.

In the future—once instructors are consistently implementing and documenting outcomes—the Curriculum Committee will maintain the Course Coverage Report in order to document new courses and how they are listed on the discipline studies list. This report along with the outcomes guides at the course and focus area level will eventually provide a working curriculum map.

### **Writing comprehensive assessment plan**

In spring 2014, writing conducted a self-study designed for two-year colleges by the National Council of Teachers of English (see [TETYC Toward a Definition of a Writing Program Self Assessment](#)<sup>32</sup> for the self-study rubric). The study results indicated that while writing makes efforts toward developing a shared curriculum, the focus area overall is underdeveloped with assessment tending to be administered by full-time faculty with few opportunities for adjunct and part-time faculty participation.

Writing needs to develop a comprehensive assessment plan. Writing has [student learning outcomes](#)<sup>33</sup> but has yet to identify performance indicators. This work will take place during the development of the focus area outcome guide in Spring 2015. Pilot assessment projects taking place in support of developing a comprehensive assessment plan are included below.

### **Assessing student learning**

In 2013-14 writing directly assessed two theme-level student learning outcomes—one from writing and one from information literacy. (Presently at COCC, all Information Literacy student learning outcomes (SLO) are assessed through writing.) In the assessment, evaluators assessed WR 122 students' ability to

1. Utilize information to communicate effectively and ethically (Writing SLO #2)
2. Evaluate information and its source critically (Information Literacy SLO #4)

Four evaluators reviewed random, blind submissions from half of winter 2014's WR 122 sections using a separate [rubric](#)<sup>34</sup> for each focus. Results of the assessment indicated that 60 percent of students were able to utilize information ethically and that 55 percent found sources that evaluators ranked as highly credible. Inter-rater reliability was assessed for the evaluators and was found to be within the acceptable range.

Though the [assessment](#)<sup>35</sup> included face-to-face, online, computer-enhanced and College Now (courses taught in high school, by high school instructors), instruction writing faculty have indicated that they would like future assessments to compare and contrast the varying course delivery methods in addition to assessing all WR 122 students together.

### **Performance indicator review**

As stated previously, writing does not have a consistent set of performance indicators but does participate in assessment activities that are promising options. A few examples are provided.

Course Completion Rate: College data indicate that approximately 66 percent of certificate/degree seeking students successfully complete (grade C or better) writing courses. However, approximately 12 percent of students withdraw, and 22 percent of students do not complete. Over the past three years, successful course completion rates have been slightly higher. This trend may indicate that alignment and norming efforts have been successful at better preparing students to progress through their writing courses. These data, however, account for all writing courses, including developmental and creative writing, and College Now courses. Writing does not have a readily available method to differentiate the data by course type.

A next step for the College will be for the writing faculty to work with the Institutional Effectiveness office to develop a mutual understanding of the writing focus area and a filtering mechanism that identifies all courses that reside under writing, for the purpose of focus area assessment. Once a filter is developed, writing stakeholders will need training on how to access the information and on ways to identify which classes and sections need the most assistance.

Student and Instructor Feedback: In response to indirect assessments such as student and instructor feedback, the writing department regularly realigns its course outcomes, revises suggested course assignments and textbooks, and modifies focus related policies. During the last two years, it has also improved its placement test and challenge exam policy, and streamlined its textbook review and approval policies in order to foster student completion of academic goals.

Norming: Writing has also performed systematic norming activities in order to ensure that grades are consistent among instructors. These results have not been analyzed for variance or inter-rater reliability, but the Composition Committee's norming results in Winter 2015 will include these analyses.

To close the loop on its assessment projects, writing will continue to assess focus area level student learning outcomes and modify curriculum as appropriate. While results were positive, writing instructors suspect that parceling the various groups of instruction—face-to-face, hybrid, College Now, etc.—will produce more valuable results.

### **Are the indicators meaningful—Are there too many? Too few?**

The Transfer and Articulation theme has proposed that indicators include completion rates, student feedback, and establishing and maintaining assessment as standard practice. Over the course of this next year, the indicators will undergo further review to determine meaningfulness. In regards to indicators rolling-up from focus area to program to theme, there are currently too few meaningful indicators. Progress needs to be made in standardizing a small subset of program/focus area level performance indicators that can be used across all academic focus areas to assess achievement at the theme level.

### **What has been learned? What do the data tell?**

The writing assessments to date have produced more questions than answers. Results indicate the need for better separation of certain data sets in order to answer questions about students' abilities to meet outcomes in different learning environments, like College Now, computer-enhanced, online, and hybrid. Because this assessment is set to run again at the end of academic year 2014–2015, writing will work with the Institutional Effectiveness Office to develop a way to filter the writing courses by the specified delivery methods for a more meaningful analysis.

### **How are data collected, analyzed, and communicated?**

Writing faculty meet monthly as a humanities department and as a composition committee. Assessments are guided, analyzed, and communicated primarily in a composition committee, led by a committee chair and under the direction of the department chair. The composition committee chair communicates important information through a committee-specific folder in Outlook and in a learning management system course for composition teachers.

Similar to all nine focus areas, once student learning assessment data and performance indicator data are collected and analyzed, Writing faculty report assessment results to department chairs on an Outcome Assessment Analysis form. On this form, faculty describe the assessment, report on its results, and detail their plans to “close the loop.” (For examples in eight of the nine focus areas, see [Spring 2014 Transfer and Articulation Outcome Assessment Analyses](#)<sup>36</sup>.) This report is submitted to the vice president for instruction. The reports for the nine focus areas under the Transfer and Articulation theme are then compiled in a [Theme Level Analysis Summary](#)<sup>37</sup> which is forwarded to the vice president for instruction and communicated to college administration and theme team co-chairs.

## **Part III**

COCC has made progress towards a comprehensive planning and assessment model based on our core themes. The College has created a process by which stakeholders from across the institution may engage, and it has developed an organizational structure supporting strategic planning and accreditation. The College has identified the following areas for continued work between now and the year seven comprehensive visit:

- a. Review core themes: While COCC's core themes appear valid, they are perceived internally as primarily aligned with instruction. Departments outside of instruction often struggle to see how they connect to the core themes. Further work on objectives and indicators, anticipated incorporation of a fifth core theme of Institutional sustainability, and an overall evaluation of the core themes themselves will aid the College in better assessing the applicability of the core themes to mission fulfillment and promote broad institutional buy-in.
- b. Manage data review and analysis: In assessing progress toward mission fulfillment, the theme teams will analyze current indicator data. As part of the data management process, the Institutional Effectiveness Office will work closely with the theme teams and additional faculty and staff to define, generate, and utilize meaningful data. This may include:
  - Establishing strategies for longitudinal data collection;

- Updating benchmarks to be used as data are collected; and
  - Evaluating implemented modifications for continued improvement of outcomes
- c. Determine an assessment model for non-instructional areas: Future work includes determining whether the [outcome based assessment model](#)<sup>5</sup> developed in the instructional areas to assess student learning is an effective tool for non-instructional areas of the College as well. (This plan aligns with direction from NWCCU spring 2013 recommendation 1.) Many non-instructional areas such as Student Services, Fiscal Services, and Information Technology Services have implemented alternative assessment models.
- d. Finalize program outcomes for all COCC career and technical education (CTE) programs: The College has worked extensively to develop [program outcomes](#)<sup>38</sup> for all academic programs, courses, and degrees. While the majority of career and technical education programs have adopted learning outcomes, the College will work to ensure that all CTE programs will have fully developed outcome guides by the end of the 2015-16 academic year.
- e. Connect theme-level student learning outcomes to theme objectives: The College recognizes that theme-level student learning outcomes and performance indicators may not clearly connect with the core theme objectives and indicators since they were created independently. The College Planning Team will work with the Theme Teams to better align these elements.

In addition to the above college activities, specific activities in the core themes include the following:

#### **Transfer and Articulation Core Theme**

- With guidance from the College Planning Team, the Transfer and Articulation theme team will determine how to refine its objectives to more closely align with the College's definition of an objective or to affirm their current objectives.
- Once the above is determined, the theme team will present proposed changes of the objectives to CPT for eventual approval by the College President and COCC board of directors.

#### **Workforce Development Core Theme**

- Based on its review of the current objectives, the Workforce Development Theme Team will recommend changes to the CPT for eventual approval by the College President and COCC board of directors.
- The College plans to develop an academic program review process that will inform the Workforce Development Theme Team indicators, as well as develop a system for the assessment of workforce development programs.

#### **Basic Skills Core Theme**

- The Basic Skills theme team will review and analyze data collected to determine whether they are appropriate for the theme, objectives, and indicators. If the data are found to be appropriate, the theme team will determine how to use them to inform practice.
- The Basic Skills Theme Team will recommend any changes to the CPT for eventual approval by the College President and COCC board of directors.

### Lifelong Learning Core Theme

- The Lifelong Learning theme team will recommend changes to the objectives and indicators for this theme to the College Planning Team for eventual approval by the College President and COCC board of directors.
- The theme team will continue to work with existing objectives and indicators, evaluating the data on a regular basis to determine its long-term usefulness for improving practices.
- The Lifelong Learning theme team will also review objectives associated with the business and employee development program to assess specific course and student learning outcomes. Legislation currently *pending* in Oregon would permit non-credit programs to offer certificates as a recognition of student achievement of a specific skill. If this legislation is approved, the State will mandate and provide training and support for expanding student learning outcomes associated with non-credit certificates. Support at the state level will facilitate internal activity towards non-credit certificate student learning outcomes.

## Appendix A: Responses to previous recommendations

MAY 2012	
RECOMMENDATION 1	REFERENCED STANDARD(S)
The Evaluation Committee recommends that the Institution identify learning outcomes for all transfer and applied courses, programs, and degrees, and developed a systematic method for applying the results to improve student learning.	<p>2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.</p> <p>Also referenced:</p> <ul style="list-style-type: none"> <li>• 2.C.11: Related instruction outcomes as related to applied degrees and certificates.</li> <li>• 4.A.3: Regular assessment of course, program, and degree outcomes.</li> <li>• Eligibility Requirement 22: Identifies and publishes learning outcomes for all certificates and degrees; includes regular assessment of outcomes.</li> </ul>

### COCC RESPONSE

#### Course, Program, and Degree Outcomes

Course Outcomes: The College has adopted course outcomes for all COCC courses. Course outcomes are communicated to students in syllabi. Additionally, several academic departments include course outcomes on department web pages (see [Computer Information Systems](#)<sup>39</sup>, [Culinary](#)<sup>40</sup> and [Sociology](#)<sup>41</sup> as examples), individual faculty actively discuss course outcomes within the classroom, and faculty peer reviewers discuss outcomes with individual instructors as part of the College’s peer review process.

In addition to the course outcome work required by this standard, the College has developed a process to demonstrate the link between course, program, and theme outcomes via an [outcomes guide](#)<sup>5</sup> form. Several transfer and career and technical education (CTE) programs have piloted using these guides, while others are in the process of doing so.

Program Outcomes: The majority of COCC career and technical education programs have developed [program outcomes](#)<sup>38</sup>. These outcomes are communicated to students via department web pages (see [Addictions Studies](#)<sup>42</sup>, [Dental Assisting](#)<sup>43</sup>, and [Early Childhood Education](#)<sup>44</sup> as examples). The College will work with CTE programs to develop remaining program outcomes by the end of the 2015-16 academic year.

Degree Outcomes: Oregon’s primary transfer degree is the associate of arts—Oregon transfer (AAOT) degree—which comes with a prescribed set of degree outcomes and course requirements. Individual community colleges cannot change requirements or outcomes. The Oregon Joint Boards Articulation Committee (JBAC), the state organization charged with ensuring articulation between Oregon community colleges and public universities adopted AAOT degree student learning outcomes in 2009 and COCC officially adopted those outcomes in 2012-13. At the same time, COCC adopted these

outcomes for its other transfer degrees: the associate of science and associate of science—Oregon transfer in business. These outcomes are communicated to students via the [College catalog](#)<sup>28</sup> (page 32).

### **Course, Program, and Degree Outcomes Assessment**

As a result of assessing course, program, and degree outcomes, many academic departments have used assessment results to inform practice, which ultimately affects student learning. Examples of this work are highlighted below.

Various levels of outcome guides in development demonstrate the linkage between course, program, and degree outcomes. The [Program-Level Outcome Analysis Form](#)<sup>45</sup>, allows faculty to communicate assessment data, findings, and actions taken in a uniform and concise manner. Based on this pilot process, various courses and programs have made changes such as:

- Modifying the assessment tool/methodology to more closely align with outcomes
- Expanding the sample size beyond a specific course section
- Identifying a need for longitudinal data prior to setting benchmarks
- Further delineating data by course type (in person, online, hybrid) to better interpret findings
- Adjusting curriculum to better align with outcomes

Specific examples of course, program, and degree outcomes assessment include:

#### Course outcomes

COCC's math department has identified outcomes for all courses and regularly engages in assessment of those outcomes. The department included four questions on the final exam for all spring 2014 MTH 111 sections as a means of assessing course outcomes. An analysis of student responses indicated that the questions did not assess the outcomes, so department faculty redesigned the questions and re-administered them in all fall 2014 MTH 111 final exam sections. This information is currently being compiled and reviewed; results may be available at the time of the site visit.

COCC's automotive program is accredited by the National Automotive Technicians Education Foundation (NATEF). NATEF requires that its institutions assess specific competencies in various courses. These competencies support broader course outcomes. In preparation for its most recent accreditation, COCC's automotive program completed the [NATEF Correlation Chart](#)<sup>46</sup>, which guides assessment of course competencies. Because of this assessment, the automotive program identified a curricular gap within its AUT102: Automotive Electric I course and adjusted the curriculum to better align with course outcomes and industry competencies. Assessment of this change will next take place during the 2015-16 academic year.

#### Program outcomes

COCC's dental assisting program conducts on-going assessment of program goals, including to determine whether students who complete the Oregon Radiation Certification (ORC) have higher rates of employment than non-certified students. To assess this goal, the program consulted with local employers, the Dental Assisting Advisory Committee, with the Oregon

Board of Dentistry, and the Commission on Dental Accreditation and determined that local employers are more likely to offer employment to ORC certified dental assistants. Therefore, the program re-designed its curriculum to allow completion of the ORC prior to students entering dental offices for a spring term practicum. The program will continue assessment to determine whether this curricular change resulted in higher employment rates for COCC graduate.

COCC’s Forestry Program established program outcomes in 2012. To assess these outcomes, the program administers a comprehensive exam at the end of its capstone course. The exam includes eight subject areas and 217 questions that correlate directly to the Society of American Foresters’ accreditation requirements and COCC Forestry Program outcomes. Because of this assessment, faculty discovered that students scored lower on the “silviculture” (Silviculture is the practice of controlling the establishment, growth, composition, health, and quality of forests to meet diverse needs and values.) section as compared to other topic areas. Additionally, the assessment indicated that students could identify individual species of plants or trees, but could not identify species within a family. In response, forestry faculty modified the curriculum in courses tied directly to these outcome areas and will reassess the impact of these changes when the test is again administered in spring 2015.

Degree outcomes: The College has begun assessing progress towards transfer degree outcomes with a focus on nine [degree outcomes](#)<sup>38</sup> (page 32). The most recent assessment conducted course-specific assessments in eight of the nine areas to determine alignment with and progress towards degree outcomes. Assessment methodologies included the use of blue-printed test scores, capstone rubrics, attitudinal surveys, common final exam questions, and others. Results provided a partial view of how courses contribute to degree outcomes and allowed faculty to make adjustments to assessment methodologies and curriculum. Ultimately, the College determined that progress towards degree outcomes were “partially met.” To progress forward, the evaluators determined that the College needed to 1) increase the number of courses involved, 2) develop an assessment schedule for the upcoming academic year, 3) continue assessments to collect longitudinal data, and 4) include all nine focus areas. Full details see [Transfer and Articulation Theme Level Analysis](#)<sup>37</sup>.

<b>MAY 2012</b>	
<b>RECOMMENDATION 2</b>	<b>REFERENCED STANDARD</b>
Recognizing that all institutional activities should support core themes, the Evaluation Committee recommends that the institution recognize and document how institutional activities support the college mission and core themes.	3.B.1: Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives

**COCC RESPONSE**

As discussed in Part I, the College recently engaged in a strategic planning process to guide how institutional activities support the mission and core themes. Through this work, the College identified five themes, four of which are the same as the core themes used for accreditation: Institutional Sustainability, Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. The

College Planning Team is currently considering whether to include Institutional Sustainability as a core theme for accreditation or modify the themes altogether. Regardless, these themes serve as the “goal posts” to guide the College’s programs and services.

The following examples show the different ways the institution’s programs and services have incorporated the College’s new strategic plan within planning activities:

Budget development: In COCC’s annual budget process, individual departments evaluate their specific budget requirements. If a department identifies additional needed resources, it can make a formal budget request. The [2014-15 budget request form](#)<sup>47</sup> asked departments to identify which core theme is impacted by the budget request. The [2015-16 budget request form](#)<sup>48</sup> was modified to not only identify which theme is impacted by the budget request, but also to describe the connection between the budget request and core theme.

In order to prioritize these requests, the College’s Financial Internal Advisory Team (FIAT) will use a [scoring rubric](#)<sup>49</sup> to review the request against various criteria, including to what degree the request meets individual theme objectives.

Barber Library: In 2013-14, the COCC Library updated its [strategic plan](#)<sup>50</sup> (including mission, vision, values and objectives) to align with the College’s newly adopted strategic plan. Library staff conduct regular assessment activities in support of their strategic plan. One specific example, which supports its Transfer and Articulation Objective 1.4 and Workforce Development Objective 1.4, is an annual patron survey. Based on data collected from this survey, Library staff improved their inter-library loan (ILL) web page and request form and created tutorials to familiarize users with ILL services. Since implementation of these changes, the Library staff have noted a 55 percent increase in ILL borrowing activities from 2012-13 to 2013-14.

Student Services prioritization process: The Student Services division has used a scoring rubric to prioritize division-wide initiatives for several years. While the College’s strategic plan was not finalized when the rubric process started, it was finalized shortly thereafter, allowing the division to identify the connection between the [prioritized initiatives](#)<sup>51</sup> and each theme. In the future, themes and objectives will be incorporated as part of the scoring rubric criteria.

Information Technology Services (ITS) project request, assessment and prioritization process: The ITS Division has developed a standardized and comprehensive process to prioritize institution-wide technology initiatives. During the past three years ITS has refined the process and includes a [scoring rubric](#)<sup>52</sup> to calculate the score for a given project. The weighted spreadsheet rubric requires the project requestor, in collaboration with a review committee, to specify which strategic plan themes, if any, will be supported by the project. The more strategic goals supported by the project, the more points are awarded to the project.

MAY 2012	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that the institution articulate a more comprehensive methodology for assessing core theme fulfillment. For example, indicators might include student learning outcomes, program outcomes, nationally normed tests, feedback from transfer institutions and employers, and student satisfaction, etc.	<p>1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.</p> <p>1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.</p>

### COCC RESPONSE

Based on feedback from the 2012 and 2013 NWCCU visits, all theme teams reviewed objectives and have begun to review indicators and data sources. Changes are anticipated primarily within the Transfer and Articulation, Workforce Development, and Lifelong Learning core themes. The College Planning Team will review these recommendations in the upcoming year and aim for board approval by the end of 2015-16. Updated objectives and indicators will be used to assess core theme fulfillment.

Examples of proposed objective changes include:

#### Transfer and Articulation

- Current Objective TA.1: Maximize entry, support, and exit services to promote access and success for students intending to transfer.
- Proposed Change: Delete this objective.
- Rationale: COCC's student support services are nearly the same for all credit students, regardless of program. Therefore, measuring this objective as it specifically applies to the transfer and articulation theme is challenging. Additionally, including only student support services is limiting in scope. Measuring college-wide support services may be better tied to other themes such as institutional sustainability.

#### Lifelong Learning

- Current Objective LL.4: Increase accessibility, instructional delivery, and registration options in Continuing Education.
- Proposed Change: Increase accessibility and instructional delivery options in Continuing Education
- Rationale: Delete the word "registration" since the College already provides all available registration means (mail, drop-in and online).

A summary of all [current and proposed objectives](#)<sup>53</sup> is available on the accreditation resources web page. While each core theme team has finalized its proposed new objectives, the four teams are at still identifying changes to the indicators and data sources.

SPRING 2013	
RECOMMENDATION 1	REFERENCED STANDARD
The Evaluation Committee recommends that the recommendations set forth in the prior report need to still be addressed by COCC, with specific attention paid to how the College will measure and address daily operations as to their relation and support of the institution's mission.	None.

### COCC RESPONSE

As discussed above, the College has made reasonable progress towards each of the May 2012 recommendations. Part III of this report identifies where continued work is needed.

SPRING 2013	
RECOMMENDATION 2	REFERENCED STANDARD
Recognizing the College's efforts in clarifying mission fulfillment, the evaluation committee recommends that Central Oregon Community College identify benchmarks of mission fulfillment, or institutional accomplishments, that are clearly defined by the institution's purpose, characteristics, and expectations.	1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

### COCC RESPONSE

As part of COCC's [Comprehensive Self-Evaluation Report](#)<sup>8</sup> (March 2012), the College identified indicators and benchmarks of achievement for each theme's indicators. Since the comprehensive visit, the theme teams have refined objectives and are beginning to refine indicators, data sources, and benchmarks. The College Planning Team will review these recommendations in the upcoming year and aim for board approval by June 2016. During the spring 2013 visit, the visitors indicated that the Basic Skills objectives or indicators did not require changes.

In preparation for the College's comprehensive visit in 2012, the College initially employed a color-coding system as a means of providing a visual representation of progress towards benchmarks. In the color coding system

- red signifies achievement that has not yet met the minimum benchmark threshold;
- yellow signifies achievement at an acceptable level; and
- green signifies that aspirational achievement has been reached.

COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the achievement indicators in each of the four core theme areas. The CPT is now discussing whether this system is the most effective tool for confirming and communicating mission fulfillment. The College Planning Team will consider other means of measuring mission fulfillment in the coming year.

SPRING 2013	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that COCC ensure rationale clearly address and support their objectives and indicators.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

**COCC RESPONSE**

In addition to the work done to refine objectives and continuing refinement of indicators, theme teams will review and refine rationale for the indicators in the coming year. The College Planning Team will review these recommendations and aim for board approval by June 2016.

SPRING 2013	
RECOMMENDATION 4	REFERENCED STANDARD
The Evaluation Committee recommends that COCC provide more specificity as to how indicators will be measured.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

**COCC RESPONSE**

Similar to recommendations two and three, the theme teams are reviewing and refining indicators. Upcoming work includes identifying data sources and determining how and when best to measure indicators. The College Planning Team will review these recommendations and aim for board approval by June 2016. While peer evaluators did not recommend changes to the Basic Skills theme team indicators during the spring 2013 visit, the Basic Skills theme team may recommend changes to its GED indicators.

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**Action Item:  
2015–2016 New Student Housing  
Room and Board Rates**

Prepared by: Alicia Moore, Dean of Students and Enrollment Services  
Kevin Kimball, Chief Financial Officer  
Lori Willis, Director of Bookstore  
Gordon Price, Director of Student & Campus Life

**A. DISCUSSION/HISTORY**

Each year, COCC staff bring student housing room and board rates to the COCC Board of Directors for review and approval in April. Given the College's commitment to expanding new housing, staff is bringing the recommendations early this year, which allows staff to issue contracts to prospective residents earlier than in previous years and more in alignment with other Oregon colleges and universities.

Room Rates

To best develop rates, staff reviewed area rental rates as surveyed separately by OSU-Cascades and the Central Oregon Rental Owners' Association, room rates from other Oregon colleges or universities, suggested room rates provided in the 2006 Housing Feasibility Study, and rates proposed as part of the new residence hall pro forma. Details on each of these were included in the Housing Operations Report provided at the January Board of Directors and Real Estate Committee meetings; they are provided as an attachment to this document.

Board Rates

The College entered into a new contract with Sodexo to provide food services based on actual costs plus a fixed management fee beginning with the 2015 academic year. This year, the College established a separate self-support account for food services. The objective of the proposed rates are to provide meal plan options for students, create sufficient revenue to pay dining costs, cover the food service management fee, and provide funds to maintain and improve the dining facility. In recommending COCC's proposed board rates, staff reviewed with Sodexo operational costs including labor, food expenses, hours of operation, controllable, non-controllable and capital improvements, as well as considered the 2014 Portland Consumer Price Index.

**B. PROPOSAL**

Staff propose the following room and board rates for 2015-16. Note that the proposed room rates are those that originally were proposed as part of the pro forma supporting construction of the building. In considering costs at other college or university housing with similarly-styled designs, local rental rates, access to on-campus amenities, and the inclusion of utilities, internet and cable TV in COCC rates, staff recommends staying with the rates proposed in the initial pro forma.

**Quad Double (two people per bedroom) – 70 suites available - Per Person Rate**

	2014-15	2015-16
Annual	\$4,907	\$6,300
Fall	\$2,229	\$2,520
Winter	\$1,932	\$2,205
Spring	\$746	\$1,575
Monthly	\$545	\$700

**Quad Single (one person per bedroom) – 10 suites available - Per Person Rate**

	2014-15	2015-16
Annual	\$5,807	\$8,550
Fall	\$2,529	\$3,420
Winter	\$2,232	\$2,993
Spring	\$1,046	\$2,137
Monthly	\$645	\$950

**Board Package/Food Service**

	2014-15	2015-16		
	All Plans	Preferred	Standard	Basic
Annual	\$4,093	\$4,720	\$4,550	\$4,250
Fall	\$1,425	\$1,604	\$1,546	\$1,444
Winter	\$1,334	\$1,558	\$1,502	\$1,403
Spring	\$1,334	\$1,558	\$1,502	\$1,403
Monthly	\$455	\$524	\$506	\$472

**C. OPTIONS**

Approve proposal as is.  
Recommend a different rate.

**D. TIMING**

Action requested at this meeting so that staff may contact prospective students regarding 2015-16 room and board rates and issue contracts to ready students.

**E. RECOMMENDATION**

Be it resolved that the governing Board of Central Oregon Community College approves the 2015-16 new student housing room and board rates as proposed.

**E. BUDGET IMPACT**

The room rate change aligns with the financial pro forma developed to inform the Board of Director's decision on whether to build student housing, helps meet anticipated operational expenses, and allows for adequate reserve dollars. The proposed board rates, in combination with retail rates, is designed to provide meal plan options for students, create sufficient revenue to pay management fee, and provide funds to maintain and improve the dining facility.

**Attachment  
2015-16 Room Rates: Supporting Research**

**Quad Double (two people per bedroom) – 70 suites available - Per Person Rate**

	2014-15	2015-16	% Change
Annual	\$4,907	\$6,300	28.3%
Fall	\$2,229	\$2,520	
Winter	\$1,932	\$2,205	
Spring	\$746	\$1,575	
Monthly	\$545	\$700	

Summer	TBD	TBD	TBD
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**Quad Single (one person per bedroom) – 10 suites available - Per Person Rate**

	2014-15	2015-16	% Change
Annual	\$7,200	\$8,550	18.8%
Fall	\$2,529	\$3,420	
Winter	\$2,232	\$2,993	
Spring	\$1,046	\$2,137	
Monthly	\$800	\$950	

Summer	TBD	TBD	TBD
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**Bend Apartment, Condos, & Townhome Rental Rates**

Source: OSU-Cascades.

Note: Utilities and other amenities not included

	1-Bedroom	2-Bedroom	3-Bedroom
Minimum	\$595	\$553	\$703
Median	\$625	\$750	\$855
Maximum	\$795	\$855	\$995
Mean	\$668	\$740	\$852
Average Cost/Bedroom	\$695	\$352	\$284

**Bend Rental Rates**

Source: Central Oregon Rental Owners' Association 2014 survey.

Note: Utilities and other amenities not included

Type	Monthly	9-Month Total
2-bedroom apartment	\$700-\$770 per month	\$6,300-\$6,930
2-bedroom duplex	\$730-\$775 per month	\$6,570-\$6,975
4-bedroom duplex	\$1,000 per month	\$9,000

**2014-15 Room Rates from other Oregon colleges or universities**

SOCC only provides their rates as a combined room and board package; separated rates not available.

	Monthly	Annual	Description
Treasure Valley CC	\$395	\$3,555	Double Suite
	\$482	\$4,339	Single Suite
Southern Oregon U	\$826	\$7,431	4-Person Suites, 2 Shared Double Rooms, Shared Bathroom <sup>1</sup>
	\$914	\$8,226	2-Person Suites, 2 Single Rooms, Shared Bathroom
Eastern Oregon U	\$627	\$5,650	4-Person Suites, 2 Shared Double Rooms, Shared Bathroom <sup>1</sup>
	\$708	\$6,375	4-Person Suites, 4 Single Rooms, Shared Bathroom <sup>2</sup>
Oregon Institute of Tech	\$552	\$4,975	Standard Double Rooms
Western Oregon U	\$862	\$7,766	Standard Double Rooms
Oregon State University – Bloss Hall	\$900	\$8,103	4-Person Suites, 2 Shared Double Rooms, Shared Bathroom <sup>1</sup>

<sup>1</sup> Similar configuration to COCC’s Quad Double Semi-Suites

<sup>2</sup> Similar configuration to COCC’s Quad Single Semi-Suites

**2006 Housing Feasibility Study**

In 2006, COCC contracted with Brailsford & Dunlavy, a national consulting firm which specializes in feasibility studies for college and university housing, student unions, and athletic facilities, among others. As part of that study, Brailsford & Dunlavy conducted an in-depth market analysis to determine student demand for on-campus housing, local rental rate comparisons, and related topics; much of the demand-related information was updated in 2011. As part of 2006 study, Brailsford & Dunlavy recommended specific rates for on-campus housing with an opening date of 2008. Their semi-suite double (“quad double”) rate was \$498 per month. Extrapolating this out to 2015, and assuming the 4% annual increase provided in the housing pro forma, this rate becomes \$655 per month, or \$5,895 annually.



Exhibit: 11.A3  
February 11, 2015

## Central Oregon Community College 50th Anniversary Event

### Event Details:

**Date:** Thursday, May 14<sup>th</sup> 2015

**Time:** 3:00 pm - 6:00 pm

**Background:** 50th Anniversary of Land Donation to the Bend Campus

**Theme:** Past, Present, and Future

**Goal:** Showcase COCC and let people know what we do as well as thank the community for their support.

### Locations and Event Logistics:

- **Campus Center** - Main event area and foyer area: Welcome/Check in
- **Wille Hall** - Music by a Jazz Trio.\*Big Announcement at 5pm at Campus Center. Criminal Justice Department is sponsoring the Bend Color Guard to lead us prior to the Big Announcement.
- **Past - Library Rotunda** - History of the college, yearbooks, and a display letting folks know this is a Community Library - Snacks from 1960/70's
- **Present - Health Careers Building** - Massages/Dental Asst.- Healthy Foods
- **Future - Science Building** - Hydroponics (how to grow food in outer space) Biotechnology (using genetics to produce products), Science Posters from Alumni and Students with focus on the future: "Futuristic Food!"
- **Mazama Field** -Car Show: Automotive, Helicopter, UAS demonstration
- **Patio - Multicultural** - Dancing, etc. Multicultural food
- **New Residence Hall** - Tours of the New Residence Hall
- **Radio Station** - broadcasting Classic Hits
- **Phone Bank** with Scholarship Volunteers calling Monday prior to event
- **MATC** - Giveaways: Key Chains

For further information, contact: Rebecca Wilhite [rwilhite@cocc.edu](mailto:rwilhite@cocc.edu)