

Text Transcript
CENTRAL OREGON COMMUNITY COLLEGE
Board of Director's Meeting
Date: Monday, November 16, 2020

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>> Hi everybody.
>> Looking great, Oliver.
>> Yeah.
>> MS. CHESLEY Peter, congratulations.
>> MR. McCAFFREY Thank you. Thank you. It's been a busy couple of weeks but an exciting one.
>> MS. CHESLEY I bet. Nell is a darling child.
>> MR. McCAFFREY Thank you. We're partial but we think so as well. Snugly little thing. We're so lucky.
>> MS. CHESLEY Yeah. Good.
>> MR. McCAFFREY This is actually the first time I've been to the office since she was born so I've been at home the last couple of weeks.
>> MS. CHESLEY Wow. Okay.
>> MR. McCAFFREY Yeah.
>> MS. CHESLEY You can go to work and rest, right?
>> MR. McCAFFREY That's right. I might page a cat nap here before I go home.
>> Appeal I was worried you might not be here tonight because. Baby but I wore this for you.
>> MR. McCAFFREY I saw that. I think your audio was plugging in when you joined. I was excited to see I'm not the only one in a tie tonight so looking sharp Oliver, thank you.
>> Thanks.
>> Oliver did you get ready for the meeting or were you doing something else important today?
>> It's just this but, you know, how far this extends down I'll leave up to you to imagine.
>> I'm not going to imagine.
>> MS. SCATVOLD All right. So it's 5:45. Do we have all the board members here? Oh, yeah. Okay. Okay. So I am going to call to order --
>> MR. KOVITZ Erica I just need to record and live stream before we --
>> MS. SCATVOLD Sorry.
>> MR. KOVITZ That's okay. All right. Recording is on. I'm going to turn on the live stream. I'll let you know when that's working. Taking its time tonight. All right. We are now live. And you're welcome to start. Thank you.
>> MS. SCATVOLD Great. So I will call to order the Central Oregon Community College board of directors meeting for Monday November 16th, 2020. So I'll start off with the native lands acknowledgment. So COCC would like toking a knowledge that the beautiful land our campus resides -- campuses reside on. Sorry. I just ran into this. Are the

original home and of the Wasco and the warm springs people. They ceded this line to the U.S. government in the treaty of 1855. The Paiute people were forcibly removed to the warm springs Indian reservation starting in 1879. It is also important to note that the Klamath Trail ran north through this region to the great Celilo Falls trading grounds and the Klamath Tribes claim it as their own. Descendents of these original people are thriving members of our communities today. We acknowledge and thank the original stewards of this land. And I have a dog barking in the background for that. Okay. So lets move on to roll call. If you wouldn't mind taking us through that Jen.

>> MR. KOVITZ Absolutely. Erica Skatvold?

>> MS. SCATVOLD Here.

>> MR. KOVITZ Alan Unger?

>> Here.

>> MR. KOVITZ Joe Krenowicz?

>> Yes.

>> MR. KOVITZ Bruce Abernethy?

>> Here.

>> MR. KOVITZ Laura Craska-Cooper?

>> Here.

>> MR. KOVITZ Oliver Tatom?

>> Here.

>> MR. KOVITZ Jim Clinton? You might have to unmute.

>> I can see your mouth moving, Jim.

>> Yeah. You're muted, Jim. Now he turned off his camera.

>> Here I am. Technical difficulties.

>> MR. KOVITZ Laurie Chesley?

>> MS. CHESLEY Here.

>> MR. KOVITZ Alicia Moore?

>> MS. MOORE Here.

>> MR. KOVITZ Zak Boone.

>> Yep. Here. Thanks.

>> MR. KOVITZ Dave Dona?

>> Here.

>> MR. KOVITZ Laura Boehme?

>> MS. BOEHME Here.

>> MR. KOVITZ Betsy Julian?

>> Here.

>> MR. KOVITZ Matt McCoy.

>> MR. McCOY Here.

>> MR. KOVITZ Kathleen Knutsen?

>> Here.

>> MR. KOVITZ Peter McCaffrey?

>> MR. McCAFFREY Here.

>> MR. KOVITZ Paul Taylor?

>> I don't think Paul is here tonight.

>> No. I'm here.

>> Oh, he is.

>> MR. KOVITZ Mark Reinecke?

>> Here.

>> MR. KOVITZ And Deena Cook?

>> Here.

>> MR. KOVITZ Thank you. That's role.

>> MS. SCATVOLD All right. Next Jenn. Do we -- next agenda item is agenda changes. Does anyone have anything they'd like to change on the agenda tonight?

Okay. And now we'll move on to public comment. Jenn, is there any public comment?

>> MR. KOVITZ No. There's no public comment.

>> MS. SCATVOLD Okay. And then we have the consent agenda with minutes.

>> Approve approval of the consent agenda.

>> MS. SCATVOLD Thank you Bruce.

All right. Does anybody have any questions or comments?

Okay. All those in favor, please say aye.

>> Aye.

>> Aye.

>> And any opposed? Nay?

Motions passes unanimously. Okay. So now we are in to the information items. So we have the financial statements. Does anybody have any questions for Kathleen? Okay. No questions on those. Thank you Kathleen for being ready.

All right. And so next up are the new hire reports. Does anybody have any questions or comments on these?

I believe there was only one. Yeah. Okay. So we'll move on. So we have the recently campuses update with Matt.

>> MR. McCOY Hi everyone if I could share my screen.

>> MS. SCATVOLD Please do.

>> MR. McCOY Are you seeing the beautiful red Monday Madras technology center? This will just be a brief update but I do want to remind you this is the first update since we had moved into the COVID period and so things are a little bit different at our campuses. Briefly, we are still operating on the regional campuses and we're providing quite a bit of service. It includes access to our computer labs, I would tie access and it's both noting within the community of mad some Jefferson county that Jeremy green is part of a concerted effort by the county and the city to expand broadband in Madras and beyond into rural areas so we provide the access on our campuses but we're also involved in trying to expand the access for everyone within the community.

>> MS. CHESLEY Matt I could interrupt?

>> Please.

>> MS. CHESLEY Just today at SLT Laura announced some advances that are being made at our three campuses in technology and either you or she could just mention those.

>> MR. McCOY Laura, since you have more knowledge than I do, if you have a moment could you share with that? Because that is a great development. Thanks Laurie.

>> MS. BOEHME Yeah. We did two things that will impact all of our campuses but will really help in our remote campuses, so one was we did a quick poll of students this past week to ask how -- what their Wi-Fi access and needs would be and so the result of that was, well determined that we were going to expand our Wi-Fi into the campus parking lots on August of our campuses and then additionally we will be accessing through the state 100 Wi-Fi hot spots that we will be working with the library to check out and so both of those things will not only impact students on those remote campuses but will also help on our primary campus.

>> MR. McCOY That's a great development forever all of the students throughout the district. We're stressing our campuses our regional

campuses our faculty are still using the technology that we've invested in over the years for both delivering their class online and using the technology to develop some of the instructional content. And we're seeing that on mostly the red Monday campus, a little bit on the Prineville campus but not so much on the Madras campus. There's also quite a bit of office usage on the red Monday campus for example there is 20 plus individuals that are coming in and using offices at various times of day, not all at the same time, and then we have our three in both madras Madras and Prineville that are using office space there so just a little bit about the programs that are occurring, still occurring on the red Monday campus, we have our manufacturing program, including welding and computer and numeric cutting and other manufacturing training and then the veterinary January technician and you'll note that program that class offerings are both at the red Monday campuses and then there's a little bit of lab work there and then also at the bright side animal clinic in the space right behind there. We have automotive and that's our hybrid automotive program and then an apprenticeship it covers both electrical, plumbing and sheet metal and if you haven't been by the red Monday campus in the evenings the parking lot for the MATC is generally full every evening so it is being used and that's a very nice partnership that Michael Fisher has been working diligently on and it's paying great dividends. We Mrs. Have EMS, emergency medical services and we're offering some of the testing that we offered in the past on the red Monday campus. We're also leased building No. 2 to work source Oregon and that's the employment department COIC, Department of Human services, veteran services and vocational rehab. So the red Monday campus, though not running full tilt, does no some activity on the campus. If we look at our usage numbers both at Prineville and in Madras we're keeping track of those daily total hour usage both in Prineville and Madras. Little bit heavier use in Prineville we think that might be because it's in partnership with the county and the county shares the usage and uses the building for some of their meetings and some of their extended organizations that have access to it. So on a daily basis we're seeing community visitors who come in and use the computer lab that don't have access to a computer or to dependable Wi-Fi at their home and we're also seeing several high school students who come in weekly and then we're also seeing students who attend in-person two days a week because of the classes that they're taking and knows are the COCC students. One of the things that's prompted the high school students to come to our doors is that when they're taking their classes from the high school, they're not always able to access technology in support of the high school, so it's serving as somewhat of a recruiting tool and working very very well. We also see students come in and not necessarily use the computer lab but use Wi-Fi and their personal technology because we have robust Wi-Fi and with the parking lot having the drop coming in the fiduciary I think we'll see more of that. What happens and what we're seeing is that many students are familiar with accessing technology through their phones and instruction is not necessarily designed to be delivered on the phone and that's because the technology isn't robust enough and the phones aren't large newspaper so a lot of students are coming to us that may have technology but don't have access to the computers. The same thing in Madras. The connectivity issues that we mentioned earlier bring us students from throughout the district. Quite a few students from warm springs actually and it's nice to see that but they're being able to

access both the high speed and the Wi-Fi and be there for their studying. Both in Madras and in Prineville we're seeing students that need a quiet study space and with the circumstances as they are with COVID being at home isn't always the best environment for studying and then again they're accessing their classes through using our technology so it's turned out to be a pretty good -- a very good decision to keep our computer labs open and accessible on our regional campuses. Any questions about the usage in either Prineville or Madras?

One of the things we've done since COVID is looked at the staffing levels and need for staffing levels and they've changed a little bit because of the amount of in-person offerings that we're able to provide under current circumstances so at the red Monday campus the director position is currently open although Laurie and Betsy and the leadership team, myself, have conversations regularly. Today is the most recent about the timing on filling that and there's no doubt that we're going to fill the position, just what would that position look like and when are we going to fill that.

Under the current circumstances it's a team effort. I am there on Monday and Fridays, occasionally. Jeremy is there on Tuesday. Journey from madras on Tuesday. Susie is there on Thursdays. Wednesdays is sort of a toss up and when we are able, we will have somebody there, but we're not necessarily there every Wednesday. I would say that it's working well under the circumstances. It's not the long-term solution.

In madras we have reduced staff hours and over the summer we reduced the number of staff that were there and were continuing to have reduced staff hours. Similarly in Prineville one of the things that we did do is in the summer when we had had full-time furloughs, when we came back in the fall and opened up those computer labs and we had -- we had individuals that were furloughed, it gave us the opportunity to bring them back in order to provide that support. And then if you look at those numbers of usage on the madras and Prineville campus.

That's sort of an overview on our campuses. I think we're doing as well as we can at providing services at a quality level for the communities and the students that we are serving. Any questions that you might have?

>> Matt, I know this is really geared toward our campuses, but I'm wondering if anyone has had any conversations with the Lupine parks district about the COCC computer lab down there and whether it's open and if there's any way to get hot spots to folks that live in south county who might need them. In your case.

>> MR. McCOY I have not since the first couple of weeks of the fall term. Laurie?

>> MS. CHESLEY I am going to ask Laura Boehme to meet with Chad carpenter as the new CIO and, you know, talk about whether -- talk about their Wi-Fi needs. I'd like that to happen, please. And I got so excited about the other campuses and the hundred licenses to give out that it set my mind that that's a conversation that needs to happen.

>> MR. McCOY Bruce?

>> Matt I'm curious I appreciate the ability to get the hot spot. What is the range or what's the geographical footprint of a hot spot? Is that basically kind of one per one household? Is it sort of maybe like a hundred feet or something? What's the range?

>> MR. McCOY Laura Boehme I'm going to ask you if you could provide the details on those.

>> MS. BOEHME Yeah I don't know K. I know they're through Verizon. That's what I know at this point so I'll be honest that I'm going to make somewhat of a guess based on my own experience because I don't know specifically which device they will give us at this point, but I would say -- I would even say it would be good for like an entire household. It is basically intended for a person. You can -- a person or two, depending on what your usage is. And the ones that I'm aware of, they do have a limit on the bandwidth. In terms of it will -- it will start to throttle after they hit a certain level so that they don't get overage charges and things like that but I would say the intent is to try to get a one to one for students but it's possible that there will be residual for students -- for people in the household where they're being used, but I can't say that it would be like for an entire household. I don't believe my own experience is that that would not be true.

>> I'm just wondering been putting a lot down in south county I went to we could piggyback on the ones that are already there so it sounds like that's not the case so thank you.

>> Yeah. Sure. I'm answer to report back once I know more though.

>> This is Alan. Good presentation, Matt. And I'm glad to see the campuses have usage. I was wondering are the people who are there being compliant? I guess -- are people being good?

>> MR. McCOY That's a great question Alan. I think that initially it was not a hundred percent. I was in red Monday today, Monday, and because of some other reasons I was the only one there in the administrative side of the house and I made a pointed of greeting the students that came in and everyone had a mask on. And they were all willing to sign the ledger so that we could do the contact tracing if necessary.

There had been some initial challenges but not anymore. It seems to be working out quite well actually and we also have the computer lab there in red Monday and we have somebody that's monitoring the lab there and then the same type of thing. Initially there was some hesitation on the part of the students that were coming in but not anymore. They're it and, you know, it's so common place and the news come out both locally and at the state level is just that reinforcement to change and modify our behavior and we're seeing that. That's a good question.

Bruce, I did wanted to add that the drops for the parking lot will cover most of the parking lot from one direction, so if you think about -- so for instance, we'll use Prineville because the parking lot out there is generally out in front and out to the OSU extension over there that will cover most of that parking area, certainly the parking area that's associated with our building there.

>> Thank you.

>> MR. McCOY Well, if no further questions, thank you all very much.

>> MS. SCATVOLD All right. Thank you for that update, Matt.

Next up on the agenda we have credit student enrollment profile and update and Alicia is going to take us through that.

Alicia are you talking yet?

>> MS. MOORE Dang it. Sorry about that. I'm assuming you can all see the PowerPoint in play mode so thanks Erica for not letting me get too far into it.

About every two years we tend to do an enrollment profile to say here's what our students look like across the various demographic factors that we track and then we'll do enrollment reports when there's big swings in

either direction. Well, we obviously had some big swings this last year and wanted to give you an update -- oops. I'm giving a signal that something is not showing how I want. Is that working there?

>> MR. KOVITZ No.

>> MS. MOORE As Laurie knows I've had some technological challenges today that is throwing me for a loop. How's that?

>> MR. KOVITZ Perfect.

>> Thank you. Because of COVID this year and enrollment declined we want to share some information about not only who our students are and their deem graphics but how we are doing enrollment wise with some data that's come out in recent weeks on a national scale so where we have comparative data I will definitely share a that with you but feel free to jump in with any questions.

In terms of our overall enrollment as of a week and a half ago when we started putting this presentation together you can see that our overall full-time equivalent student enrollment is down by just over 13 percent. And you'll get some information here about how we compare on a head count level to both national and state numbers so what we see as well FTE is down about just over 13 percent our head count is down about 12 percent and nationally here's how we align. Overall the national student clearing house which is an organization that all colleges and universities report their enrollment data to is it's showing that about 65, 70 percent of students reporting so far that all undergraduate head counts so universities included is down about 4 percent. Community college head count is down about 9.5 percent. Interestingly, in Oregon we just got the fourth week enrollment numbers from the state and as a state we're down about 23 percent across all the different community colleges with none. Colleges being up in their enrollment. So awhile we don't seem to be too on par -- kind of close to national trend but not spot on, we're definitely fairing better than many of our counterparts in the state.

One of the factors we'd like to track our students on is -- and actually we're required to track our students on is if they're first time, a continuing student, returning after an absence and all these different categories you've seen here. When we firms pulled these numbers up I thought, you know, a big portion of these folks especially the first time students must be a residence haul from closing down our residence haul but when we polled that population of students that those who had a completed application and were ready to move in for fall quarter, we saw that the vast majority of them were actually registered at COCC. In fact, only 17 of the 150 or so that were ready to move into residence hall did not move in with you us. It wasn't a substantial parted of that first time or continuing student population like we had assumed. And what we're seeing nationally is first time student enrollment is down about 24 percent. The number you saw previously was all head counted. This is just looking at first time and college students or excuse me COCC is down about 24 percent and nationally it's down around 23 percent. So when you break things down by that demographic factor thanks to information from the clearing house we're able to demonstrate that we're a little bit in line with what's happening nationally for this particular factor.

The next piece we wanted to look at and this is one that we monitored quite frequently is the certificate -- someone signed up to pursue a

certified degree or if they're a more casual learner or noncertificate degree seeking students and we didn't see wild fluctuations in these numbers which is a business unusual because historically if we go back quite a bit say over the last 20 years, typically during times of a good economy, we have about 30 percent of our students are enrolled as a nondegree student. They might be taking an art class a foreign language class something along those lines. But what we're starting to see is that we're kind of moving away from that trend in the last many years and seeing a more consistent balance between more the strategical Oregonians wanting to come to UCC to pursue a degree versus more on a casual learning front.

Not surprisingly our enrollment for students actually enrolled with OSU university is down a little bit. We haven't been able to slice and dice that data and can't until the end of the quarter. This is to me a continuing trend as the OSU cascades starts to establish itself a little bit more.

So that's a lot of information so far I'm going to keep going unless anybody has any questions.

All right. One of the other things we want to track is whether a student is attending school with us full time or part time. And one of the reasons we know had is important is all the national research shows us is that the merestones make momentum the more students make progress toward a degree the more likely they are to persist. So if we can get our students enrolled full time, taking more classes in a shorter time frame, we know that persistence is likely to increase. So you can see here our full time and part time student breakdown and the percent that they represent the total student body. And you can also see nationally our drop in full time students is quite a bit more than you see nationally but part time we're pretty much on par with what you see across the country again data coming from the national student clearing house on that.

This one is an interesting one. It's -- unfortunately we don't have perfect comparator data nationally but what we're seeing both in terms of COCC's numbers and then the national data we have only looks at students of color based on their first time enrollment. Either way we're seeing that this -- the impacts of COVID are disproportionately affecting some populations compared to others. Nationally those populations are native manner students are down about 30 percent. African-American students are down about 28 percent and Latin X students are also down about 28 percent.

And so some of those numbers play out at COCC and compare in that sense but it is one of those conversations that between this and some low income information you'll see in a little bit is whether or not the most underrepresented populations in higher education are going to be disproportionately disadvantaged because of COVID and their willingness to come to college once we're back in normal operations. And so that is one or two years or kind of classes -- a class of students, your freshman class your sophomore class may be lagging behind and take some speculation says decades to catch up.

One of the areas we also track students on is with regards to age. And you can see that our trending down towards a bit of a younger age. During the height. Recession, our average age of student was almost 29 years old and you can see that during better economic times our average age drops quite a bit more and that's oftentimes due to a greater influx

of traditional aged students. Nationally what we're seeing is a potentially of 30 year olds and older is that population experiencing the biggest decline in enrollment when it comes to higher education and when we really slice and dice COCC's numbers we're seeing that trend as well so between students of color and you'll see in a moment low income students there is a population that isn't pursuing higher education that could have lasting impacts for communities.

This is an interesting one where COCC bucked trend a little bit in that in terms of nationally, fewer men are also registering for classes. Nationally there's a decline about 10 percent of men in community colleges. The hard part for us is not 100 percent apples to apples comparison in that we do give students an opportunity to decline to state their binary gender; whereas, nationally that information it doesn't have that comparison so it's not a complete spot on comparison but it does give you an idea where we fair in that regard as well.

And we're getting there. It I'm throwing lots of numbers at you but I'm going to answer any questions as we go but, you know, the one thing we thought especially with the residence hall closing we're going to lose a lot of nonresident students they're going to decide to stay at home they're going to decide to stay at their local community college whatever that case might be and what we see is our residence numbers are pretty much spot on from where we were last year which is a big surprise for a lot of higher education systems this is one of the assumptions a lot of people made was that people were going to stay local and what we're seeing in central Oregon at least for us our same percentage of overall population of nonresidence students is about the same as it has been in previous years.

And the last piece I want to share with you is around financial need and this is probably the most shocking one for me but the day -- when we think a little bit about how federal financial aid works, it helps explain why we have such a drop but what we're seeing with this data is the number of students who are grant eligible, meaning they're -- they have financial need in some way, shape or form decline significantly from last fall to this fall and some of the rationale behind this is for fall 2020 students initially had to file their 2018 taxes. 2018 was a good economic year and so therefore their income levels may look higher than what they are now. But regardless, we are seeing fewer students are financial need coming to higher education and as I mentioned earlier, you couple that with age, you couple that with students of color, and there's a population in our communities that may or may not be being served by their higher education institution.

So, you know, everybody wants to know, okay, why? We all expected that with COVID there would be a big recession and just like the last recession students would understand community colleges. That was the national conversation in the spring. It hasn't proven itself out. You know, when you look at university enrollment nationally you're at 3 or 4 percent and community college is being much farther down. We start to explore the question of why. And I want to share this opening quote just to put it in context for you from Walter Bumphus who is the president and CEO of American Association of Community Colleges and nationally we're seeing a decline throughout all community colleges without 600,000 people. So that gives you the framework of the totality of these impacts but still not the why, right, and so one of the things the National Student Clearinghouse was able to share with us that transfer rates

disproportionately impacts community colleges and what I mean by that is upper transfer is students coming from a community college to a university and that has actually increased. So the more students we have transferring to the university, the fewer we have coming to our community college doors. Reverse transfer is when a university student comes to the community college and as I mentioned back in the spring many people assumed that regional areas would actually students would stay home and go to their local community college or university students that were supposed to go elsewhere would stay and enroll with us but we're not seeing that happening nationally nor at COCC. When I pulled the transfer numbers for COCC we only have a two student head count detectives from last year compared to this year so we are head counted wise spot on exactly with how many students transfer from university to COCC this from last year so that is one area we're not following the national trends in but regardless that concept of transfer is hurting community college enrollment.

Competing priorities. You know, one of the pieces that came out here is in the spring we did the community college survey of student engagement. It's a national survey that asked students to comment on their experiences with COVID and one of the biggest things that came out of that survey is that students have competing priorities. At COCC and nationally we saw that those priorities are choosing family and children's education over their own education. They were challenged to work from home and go to school from home and then figure out how to balance school with all of that. So when you have those competing priorities what we're starting to see is students reporting they chose to drop school and maintain everything else going on in their lives. And that was confirmed via community college survey of student engagement from the University of Texas.

That same survey also very clearly said nationally that students wants to be here in person and if they had a choice they would choose to -- and they were lean one way or the other they would choose to drop school and wait for us to offer in-person operations. And then as we ensuring inned earlier we saw this? The survey as well our low income students aren't enrolling and the reality is more low income students enroll in communities colleges than they do in our universities so that's when we look at the totality of our enrollment here's three of the things that came out of that particular survey.

This is a quote that Doug Shapiro from the national student clearing house recent put in community colleges daily and this is that comment I made earlier where w when we're missing this generation of students or we're missing this couple of years of class of students what that long-term implication is not only for communities but for that generation or that student body so I think it was a great quote to epitomize what some of these challenges are and what we risk in our communities by not getting folks involved.

The other piece that we saw that community college daily is reporting on, national student clearing house is reporting on is a lot of our technical programs require hands on learning and as we're not able to offer all of that in that in-person environment in a safe way, community college enrollments especially in some of the more technical programs are on the decline and then finally we also saw through a survey it was a good call Edu cause which was a technology and higher education organization that we all know that we're all having technology challenges me in particular

today but that we're also students who are reporting through a survey that Edu cause did the biggest issue wasn't necessarily having access to technology but it was having enough money to pay their utilities so that they could keep their technology services turned on and having enough Wi-Fi broadband access. And so some of the things that Laura mentioned earlier today will certainly help in that particular piece.

So ultimately, you know, COCC is on par with what we're seeing nationally definitely with what we're seeing locally. We're all very surprised that our enrollments aren't doing what they did in the last recession but this isn't a norm recession it's obviously one that none of us have ever been through but I want to give you that summary of what's happening both here in COCC as well as happening a little bit in Oregon but mostly nationally. I'm happy to answer any questions you have. And I want to give a special thanks to national student clearing house for their daily and the office of institutional effectiveness for giving us the most up to date COCC information. So any questions or comments?

>> This is Alan. I have a couple. The first one is it seemed like to me some of the good news is the college first students, those are in high school are up, so there's more high school students who are deciding that they're going to move on to college. And the other question I have is, did you see the students who Justice aren't progressing and we're worried they're going to fall behind, what kind of talk or planning are they doing to try to come up with a solution?

>> MS. MOORE The dual enrollment college and high school student enrollment that is one we're starting to see some preliminary reports nationally that that's happening and that's good news in that sense. Some are saying it's more of a substitute when parents have to work and they have to manage their kids' school it's if a good way to get their students engaged. In terms of students falling behind or not making progress towards their degree, it's really -- we're going to start some work around. Who was here in the spring, maybe winter that isn't here now to see if we can do some special outreach to those populations. We do some of that work any way but in terms of assessing whether or not they're impacting their progress towards their degree I think the easy answer is we know that's happening but we have some advisory services and other supports in play to get them back on track once they decide to come back to COCC and we'll make sure we do special outreach especially to students who stopped out to the degree we can.

>> Next question. Thank you Alicia. My question has to do with the transfer downs and the reverse transfer and you had the heading as this was the why and I want you to take why to another level because that still seems completely counterintuitive to me. I would any, you know, sort of when households are stressed financially or there's more uncertainty, it's not clear to me why they would be moving towards a more expensive educational option. I don't know if you have any thoughts on that.

>> MS. MOORE Yeah I think it's a surprise to everything, Bruce we all expected our enrollments were going to rise. For a lot of universities especially private universities, if they didn't open and make sure their residence halls were accessible when they were at 30 percent, 40 percent residential campus then they would close so a lot of universities really went the extra mile to make sure that there was opportunities for their students to engage. How they did that differently than what the rest of us did is still a bit of a mystery but there's also that brand loyalty

piece that comes with whatever university you might be going to that community colleges necessarily don't have. So it's -- that's more speculation but those are the types of conversations that are starting to emerge, especially if you're a residential campus where 30, 40, 50 percent of your students live on campus.

>> MS. CHESLEY , you know, I would also speculated. We didn't really look into why the four years have gone up. But I would speculate that they have a much higher percentage of what I'll call traditional students, the 18 to 22 whose lives have been less complicated by COVID than our student population or community college student populations which, you know, we serve such a wide array and among those are, you know, the most vulnerable. And financially the most vulnerable, academically and I think COVID has impacted them even more significantly as a complication than quote/unquote just a normal recession. And I think one of the long-term -- you know, one of the scholars that Alicia noted said we may not see kind of a recovery or increases for quite a few years. I think that a really key moment for us is going to be when -- no kidding -- when there is fairly widely accessed vaccine. There's still going to be a lot of economic challenge, a lot of economic downturn to deal with, but COVID, you know, comes will be more open, so children -- parents won't have to be home with their children. That -- it will be interesting to me to see next fall are we going to see at least some of that spike that we would normally get in an economic downturn. And I also think, no surprise here, a lot of it depends on what kinds of money the federal government and the state government are going to put into supporting students' need and to helping community college develop the short-term training projects that they've traditionally been very very helpful with during a recession, so, you know, will that happen.

>> Alicia I have a question. You mentioned in the survey students said they would prefer in-person classes. Do we have any data to show whether states and community colleges that did reopen, what sort of declines they experienced relative to ours?

>> I don't think so but I'm going to ask my colleagues if they've seen something along those lines. I think at this point it's a little too early to speculate because -- one not all colleges and universities have reported information and the clearing house which is where we typically get that data doesn't tend to disaggregate it other than undergraduate, graduate, and community colleges. What is interesting is that the one seconder that is up in enrollment is post -- people coming back for post-Bach type of training to get into graduate school and graduate programs. Those are up by I think it's 2 to 5 percent two for post Bach and 5 percent for grad programs so it tells you a little bit what people are thinking but I'll keep my eyes open.

>> I'm just anticipating conversations around whether reopening will mitigate some of those declines and I'm wondering how much of that is folks saying they would rather have in-person classes but even with in-person classes all of that life stuff is going to continue to get in the way and we wouldn't really see that.

>> MS. MOORE Absolutely.

>> MS. CHESLEY , you know, my speculation, again, this is pure speculation, students may not like remote learning now but we're going to get better at it. They're going to get better as online students. We're going to get better as online teachers and suppliers of that service.

And people are going to start to recognize how much flexibility it gives them. The that's my speculation for whatever that's worth.

>> Alicia could we get or at least I'd like a hard copy or an emailed copy of that data, please.

>> MS. MOORE You bet. I know it was a lot to digest.

>> I have a question so when we look at overall enrollment it's down but when you look at the composition of overall of enrollment in the categories of like full time versus part time and in state versus out of state it looks pretty consistent, right, with past years, but then we looked at the demographic breakdown and that is drastically decreased for some demographics and communities. Have we been in any discussions in making a plan and reaching out to those communities and finding out more about why that is happening and how -- I don't know. Has there been any discussion along those lines?

>> MS. MOORE Yeah, you know, we can certainly reach out to people who are here but chose not to come back but in terms of it reaching out to people who have never had a connection to COCC and chose not to attend that's a really hard population to figure out, right? So, you know, we certainly have tight connections between Chris tea walker our director of diversity and inclusion and others within the Latinex community and our coordinator within the native American community but to hear directly from students we chose not to come and never have a connection with, that's really hard but that outreach I think that was in response to Alan's question earlier. Outreach to students who chose not to reenroll is something that we're working on to learn a little bit more about why other than what we know from the national data. Ment does that help?

>> MS. SCATVOLD Yeah. I'm just thinking, you know, because we're talking about how this is affecting different communities and people of economic status in different ways and I just wonder, you know, we're looking at it possibly remaining like this for another year if there have been any conversations about -- aside from people not enrolling but really understanding more about what's going on in the community and why people are doing what they do, right? And I think this gives us a little bit more expensive because before we didn't have the enrollment data so we didn't even know this much about it so this is helpful but I'm just thinking like what do you do next.

>> MS. MOORE And that's where -- there's some things we won't ever be able to help people overcome. You know, if people are going to make a choice between home schooling their child and sending themselves to college, that's a difficult piece, but we can do some messaging with people to talk about the benefits of why you would come to a community college as a general message let alone specific outreach to students who may have stopped out to Alan's point and not delay their progress so we can do some very targeted messaging about the benefits of pursuing their education as long as we have some way to connect with those populations versus kind of broadcast messages. So that's certainly strategies that we'll consider once we learn a little bit more detail. I mean we already know some from those, but those are some of the things that we're starting conversations about.

>> Within our programs are you seeing differences some programs being more profoundly affected by this drop in enrollment than others?

>> MS. MOORE Betsy I see you nodding your head do you want to take that one.

>> Sure I would say what is more obvious is some programs actually seeing growth during this time when there is a general decline and a number of our nonnursing allied health fields actually are having record enrollment right now. So our medical assisting program has had to add extra sections of their courses and we are maxed out in that program and just a few years ago we were struggling to get enrollment in that program. Pharmacy technician has robust enrollment this year for the first year in a number of years. So I think some of that is related to COVID and people looking at health careers as a good option. I also have to give some credit to when do Worthington who is the health careers outreach coordinated we have that we got some funding from various sources to help with this and she's been very effective. So those are the ones we're seeing an overall increase when there's a general decline. There are not really any that I can put my finger on as clearly that they've shown a spike downward in the same way that I can these that have shown the spike upwards.

>> Well, that in and of itself is very good news because St. Charles and every other healthcare business in central Oregon is December operated for medical assistants, so that's great.

>> All right. We will get the presentation mailed out to you if you would like a hard copy instead. Thank you every.

>> MS. SCATVOLD I guess I'm still stuck on the like what's next because we've had these enrollment discussions every year since I've been on the board and we look at a 3 percent or a 5 percent or a negative 7 percent enrollment, you know, the declines and a 13 percent is big. So, you know, we already had that on the fronts of our minds and it has been part of the discussion and this is -- yeah. I still just -- what's next like what's the strategy.

>> MS. CHESLEY Well, Erica if I can -- I don't know if this is quite what you're thinking about, but we're not sort of -- and I know you know we're not sort of sitting around pass specifically. I mean I know you know that.

>> MS. SCATVOLD Yeah.

>> MS. CHESLEY But there are areas we're strengthening to improve -- where there's potential for growth. And I've chatted a little bit about that. E learning we are bolstering our capacity there to put out -- to support faculty and students in putting out a better product. I mean, I'm not criticizing the current product, but we always get better as we have time to improve and hope to do that.

Laura is working on a student help desk which I think will really improved student experience. And I've mentioned some other areas where I think we can target for growth and so we are actively looking at how do we realign some of our resources as a longer term strategy to meet that need. Now, I'm going to stop and give Dave -- Dave doesn't know I'm going to do this but I'm going to give Dave Dona some kudos here. Today Dave and I were chatting about budget in preparation for some of our discussion on retreat and he said, you know, our offerings to our -- the ranges and scope of our offerings to our district, everywhere in our district, our more rural areas, our reaches, has never been stronger because of COVID.

Now, granted we have some technology challenges that we're also working to address but I started to think about how we make that a specific recruitment tool in our district. Because that's the good news. If I'm

in madras I have access to a broader range of courses than I've ever had before and so we will be talking about how we can strengthen our specific marketing around those options that didn't exist before. Betsy you wanted to say something?

>> And I probably should have -- you surprised David. Well, I'm going to surprise you now and that is we just received our approval from NC CERA to offer online degrees and certificates. So that's one more step in the right direction. We've been working on that for a while so that's some good news also.

>> That was literally going to be my next question, so --

>> MS. SCATVOLD Wonderful. Yay.

>> MS. MOORE Yeah. The other one -- for the first time in a couple decades we have more than a partial staff member dedicated to recruitment. Through our last year's budgeting process we were able to add a second predominantly high school but the other person is focusing on nontraditional students recruiter and that person got started this summer so not a lot of ramp up time and typically it takes a year plus to see those results but to have more staff dedicated to those outreach and connection efforts should hopefully help us take this decline and slowly start climbing back out of it. So that's been a tremendous resource and a fun little plug she is a COCC alumni so it's the first time we've had a COCC alum in our.

>> And a former scholarship recipient so now that we've gone around the table here Erica you can tell some of the advanced work we've done in jeep's office we're looking at presenting to the board early next year the impact it's having in terms of media, marketing and public relations and a lot of other teams together so I don't want to get it into the well it would be worse if we weren't but I think we're doing some great things right now in playing that foundation while doing other things that Betsy talked about so that we have the product because now we have the marketing and sales team to really get that word out in a new way so we're pretty excited about that.

>> MS. CHESLEY Yeah. We made that strategic investment in another recruiter last year and, you know, that -- how do you get growth? Sometimes you have to make some investments.

>> MS. SCATVOLD This makes me feel a little bit better about the discussion. I knew you were all working on things but it kind of like -- I feel like if we're going to go through a PowerPoint of, you know, almost negative 14 percent enrollment we should talk about some of the things we have in the works of trying to address it. And then some of these pieces of information were just really good to hear like the degree thing, the upward enrollment of the allied health nonnursing programs like so thank you for sharing all that.

Does anybody have any other questions or comments on this topic? Okay. So we'll move to the next agenda item which is in old businesses. So we have the reopening plan update with President Chesley.

>> MS. CHESLEY Yes. You know that -- we would always keep you apprised of reopening changes but you also know that we have a requirement from the state to have this as an official item on all of our board agendas until I'm not sure when but quite awhile. This month's agenda we don't have enough significant changes to share a lengthy report. They didn't really even merit a PowerPoint so here's what is absolutely staying the same:

We are still planning for winter. No residence hall open, all student services uploaded, most classes still remote.

As you know, we are carefully selecting some additional classes that cannot be effectively taught remotely to take place in a face-to-face format and I know that Betsy and her team are still weighing some pros and cons for a number of classes, but our decisions for winter remained the same. We have had to make some very minor adjustments to make sure that we are in compliance with new OSHA regulations related to our health and safety in terms of the COVID environment. Most of these we already have covered. Those we don't we can easily do within the time lines we've been given and they mostly involve things like, you know, making sure we've named a person to be in charge of some process or another. So that's where we are with reopening.

The more pressing questions that we're dealing with right now are really spring term. And that spring term begins March 29th. And we're now grappling with and wanting to make a decision soon about how open we really think we'll be come our spring term.

Most Oregon community colleges that we've talked to are planning based on the assumption that the situation will be essentially the same. There are obviously some advantages if we as a college I call it called it earlier and some advantages to waiting a while to make that decision or call it. If we were to do it earlier, we'd be able to do some -- we'd have a little more certainty in our budgeted and staffing planning. If we wait later we leave more options open for students and more options for potential revenue. But you know we are having these discussions in the context of a COVID -- significant COVID surge nationally one that many experts are something is going to make this a truly difficult winter and we are not -- we hear various theories about when a vaccine will be available and when it will be extensively distributed so just to let you know, we're on to spring and we're, you know, trying to take the wise he's steps into spring so that's where we're at with reopening. I'd be April to take they questions and I know Matt would as well because he and the reopening task force continue, you know, continue to address all kinds of situations that arise, questions that arise because reopening is a lot -- it involves a lot more than just making a decision about whether to open a residence hall or not. There's a -- there are a lot of specific details that need to be dealt with so I know he'd be happy to answer questions as well.

>> This is less a question than a comment. I mean from my perspective I think you are guys are cutting it about right. I mean obviously you don't have a crystal ball and I think looking back the decisions that you and the leadership team have made have been the right ones, given the information we had at the time. I mean, I don't think spring is going to be a whole lot different from now and so to me there's not an obvious correct choice here, so I mean, I'll continue to trust the information you guys are going and I think, you know, clearly from Alicia's presentation you guys have data and you're doing the best you can to drill down as deeply as you can, so I appreciate the hard work everyone's putting in.

>> I agree with Bruce. This is Alan.

>> MS. CHESLEY Okay Erica. Back to you.

>> MS. SCATVOLD All right. Thank you Laurie. Okay. So the next on our agenda is old business so approval of campus village housing projects. We have Matt and Peter up.

>> And Paul Taylor is also here as the pro from Dover to answer any difficult questions that are based on the legalese of the agreement that we're working on.

>> Matt, hey Matt it's Laura. Before we start I'd like to say that because of my firm's work for William Smith properties I will recuse myself from the discussions and the vote on these matters.

>> MR. McCOY Thank you Laura. You think by now I'd remember that. I appreciate you calling that out.

This is a continuation of last month 'presentation where Peter and I were here presenting to you the beginnings of the project for a campus village. We've continued to move forward on developing that agreement. We are not to a point where we have a finalized agreement that we can present to you. This not unusual. We have taken this approach in the past on various projects where we ask for the board's approval to authorize the president or her designee to enter into an agreement when we reach that final agreement through discussions and work by a legal team on both our side, WSPS and Neighborhood Adventures. The step prior to approving the president or her designee entering into an agreement, you would need to find that the property in question that's going to be used for the project, you're findings are that it's not needed for public purpose and in this case that public purpose is academic purposes, instructional purposes. And/or you can provide a public good-bye entering into the agreement using the land for the apartments. So in this case it's an and as opposed to and/or.

Peter has an update and share some information and then we're happy to answer any questions that you may have. Peter?

>> MR. McCAFFREY Thank you. I'm now sharing my screen which I hope everyone can see all right and I can only see a few of the board members off to the side on zoom, so if there are questions, I'll be looking over for hands being raised but please interrupt me as well. I'll also pause on each slide to field questions on each one. I just have a couple of slides. They're all very similar from last month 'board meeting. Thank you again by the way for the time then and again tonight to update. All the slides look pretty similar. I just want to summarize the project itself, summarize the ground lease terms and supplies why we at William Smith properties are recommending that the opportunity benefits of this development.

So as a recap, the project that we are contemplating that we're working on is roughly 180 unit market rate apartment development and it's depicted here on the side of the screen. It would include various resident amenities, like a communities room, fitness pool and others. The dotted line that you see in this area is 9.39 acres. The apartments themselves or what's called garden style apartments, guard earn style architecture which means it's a relatively low rise type of building. It's obviously broken up into I'm calling it pods of buildings as opposed to one large building which has -- for this site it helps because of the topographer it helps to break up the building because these are all going to be built at different elevations which you can see generally here with the topography and it's also greatly for breaking up it's not just one massive large building it's a collection of buildings that has a vigor neighborhood feel to it. The estimated time line neighborly ventures is

hoping to get through all of their city requirements not to mention all of our approvals and start construction in 2021, moving into 2022, and while an optimistic scenario I still want to date indicate at that that it could -- we could see rent commencement in 2022 and along with occupancy of those apartments becoming available and becoming leased. Any questions on the project itself?

>> This is Alan. So each one of those pods is what? Ten apartments?

>> MR. McCAFFREY This plan shows -- can you see there's 12 here, 12 there, another 12. Some are as small as 6 out here to the side, 6 units and what you don't see at this level is what's the breakdown of one bedrooms versus two bedroom and three bedroom apartments.

Moving on to the ground lease terms, the starting annual ground lease amount is \$231,621. That's a good market rate. I could speak to it if interested but the real advantage is every five years it will adjust with market inflations in land which means if this amount to 12 scholarships or whatever the case may be it will still amount to that in steps in five year annual. COCC would collect annually about \$150,000 and then after the development costs that have been spend by William C. properties and COCC's covered not adjusted for inflation COCC would be collecting about \$168,000 for that nine acres. It's a 70-year ground lease. It has a 30-year base term with four 10-year options. The due diligence period is roughly 8 months. I didn't include this bullet point last time and I haven't received a question about it, but just wanted to comment from an architectural view standpoint that properties in conjunction will be reviewing the plan but the layout we just saw is as much as has been provided so far so that there not be concern that something get built that we're not excited about, that the architecture fees are part of the process.

And then the last -- I mean there's a lot of other terms in the lease but I wanted to summarize what's most relevant is that there's a reserve area of .6 acres that will be undeveloped for the first ten years of the ground lease they're looking to preserve trees and outdoor space bodied for residents and for neighbors and that area is depicted here outlined in red.

Any questions on the ground lease terms? Okay. The last slide that I have prepared is the opportunity benefits, why we're recommending this and some of these are obvious but I'll go through them. First, it's a long-term income stream and as I stressed earlier, the important thing is that it adjusts with the value of the land, so it keeps up with inflation which is strong opportunity.

Secondly, the project will bring energy and a community base to the campus village. As William Smith properties works on commercial opportunities in the area that's the village core, the nine acres -- sore oh the nine acres that surrounds the cull knowing and voluntary instituted, having a base of 180 units here makes it easier and more successful for attracting those tenants and it also helps increase the land value here as energy has been built just east of it.

Next benefit that I outlined here is neighborly ventures will developed infrastructure. They'll do the grading, site work and start to extend both the utilities and the road that will connect the eastern portion of the campus village. So as I've mentioned, these are valuable assess for future development but it also helps preserve the development funds so that as I mentioned earlier, the split between William C. properties and

COCC in essence because of William Smith properties isn't spending the money on that infrastructure, COCC will get to its full ground lease amounts more quickly.

Next bullet point neighborly ventures is also a property manager.

They're also a long-term holder of their investments. They don't build to sell. They build to hold and keep and there's a real advantage to knowing while there's not a guarantee that they'll never sell it, there's an advantage to working with a group that you -- have the reasonable belief that you'll be working with long term.

And the last bullet point that I'll mention before opening it up to any questions is that their due diligence is already largely complete because they were working on the other project across the street. They learned a lot about the construction environment here, rental rates, everything else and so that's why they've proposed such a short due diligence period. And they know it's important to the college that the opportunity not be strung along but that tell not just work on the land but they actually start paying rent on it and so there's an advantage there. So I'll pause on this slide just if there's questions that relate to the layout but I can flip back to any others and look forward to answering any other questions you might have.

>> Yeah, I have a question Peter.

>> MR. McCAFFREY Yes.

>> That .6-acre that's held in reserve, what happens to that at the end of the 10 years?

>> MR. McCAFFREY So that probably has a lot to do with how we plan the rest of the area to the east. One kind of more granular point I'll comment on, Oliver, before I take a guess at how we would develop it is to say that one of the things that we've negotiated or that we are presently negotiating in the lease is that if a the City of bend requires extra access on to Chevlin Park Road that would require road circulation to come through here we can replace this .6 acres elsewhere to help preserve entries for the same effect so that we're not I'll call it pigeon hold in this area. But I think that this outparcel, if I was the developer and I had .6 acres here, this sets itself up well for a low-rise retail or commercial space so -- especially with street presence it could be a restaurant location, coffee shop, small in-line retail building and it could certainly work although this looks like just a small spot it could certainly work with land that's further to the east. So whether that's further access in circulation or helping serve another building that sits on Chevlin Park here.

>> Other questions?

>> Well, as I mentioned previously, there's a two-step process tonight before the board and the first is that if you're so inclined, you approve finding that the 9.39 acres here represented not needed for public use and the lease of the property furthers the public's interest. I think Peter's made a pretty good case about the furthering of the public interest and bringing income to the college over -- a stable income to the college over a lengthy period of time. That would be the first step and then the second step would be to authorized president or her designee to enter into a ground lease. So there are two motions that the board would consider if they're so inclined.

>> MS. SCATVOLD Okay. Do I have a motion to approve -- to declared acreage for project surplus?

>> I'll move.

>> MS. SCATVOLD All right. Oliver?

>> I'll second.

>> MS. SCATVOLD All right, Bruce seconding.

>> MR. McCOY If I may suggest, could you reference the language in the resolution? You don't have to read it Oliver but perhaps --

>> Read it Oliver. It's good to have in the record.

>> I would have to search my email to find it. Does it suffice to say that I move to find that this land -- it's in -- what, this land is -- it's not in the -- it is in the public interest to enter into a lease? What's the language that we're looking for here?

>> That we don't need the purported for academic purposes and that it's in the best interest of the college to use it as an income stream and lease the property for housing.

>> Yeah, what Alan said.

>> MR. McCOY If I may for just one instant. There you go.

>> There you go. That works.

>> MR. McCOY You beat me to that because that's exactly -- I hit my keyboard at the same time.

>> Okay. Then I'll make a motion that the land under consideration is not needed for public use and it furthering the public interest by providing the college with supplementary revenue.

>> MS. SCATVOLD Okay. So we have a first and a second. Does anybody have any other questions or comments before we vote?

So all those in favor, say aye.

>> Aye.

>> Aye.

>> Aye.

>> Aye.

>> MS. SCATVOLD Okay. Any opposed say nay. Is there an approval for entering into the ground lease.

>> Approval of the ground lease authorizing the president or designee.

>> MS. SCATVOLD As Matt said. It's important. I know. I'm reading it off of the agenda, so --

>> Alan also moves.

>> MS. SCATVOLD Would you like more language with that, Matt?

>> MR. McCOY It's fine.

>> MS. SCATVOLD Okay. So Alan moved and then Bruce seconded, is that what I heard? Okay. Any other questions or comments before we vote?

Okay. So all those in favor, aye.

>> Aye.

>> Aye.

>> Aye.

>> Aye.

>> MS. SCATVOLD Any opposed, nay? All right. So that passes anonymously also.

>> If I may thank you Paul you did great work in getting us to this point and I know that we're that far from the final agreement and thank you Peter and Bill and everyone at WSPY for their efforts in this.

>> MR. McCAFFREY Thank you thanks to Paul too and thanks everyone and I'm always available to answer questions should there be any.

>> I'd just like to make a comment here and, you know, I've been on the real estate committee for many many years and going back to when the

college entered into the sort of agreement with William Smith properties and I'm reminded of, you know, my time being on city counsel and what we thought June per ridge was going to look like, we thought this was this great vision and, you know, what it didn't necessarily pan out or things changed and circumstances changed and I think that's really kind of what happened here. I think this isn't -- this isn't necessarily what we originally thought might happen but I know how hard WSPY and folks have tried and come back time and again and at some point I think we have to -- we have to be, you know, sort of playing with the hand that we're dealt. And again, I really commented Peter and Bill and everybody associated with COCC who has worked with them to come up with something and I think will ultimately be beneficial to the college and hopefully with those, you know, heads in beds, you know, there, make it easier for us to ultimately attract more of the businesses that I think we originally envisioned. For those of you who aren't in the development field sort of the timing and the cycle and what comes first and the concentration that's something that, in, it just wasn't there yet but, again, I just -- I want to reflect on this wasn't necessarily what we had originally intended or originally envisioned, but I think it's going to be really good for the college.

>> This is Joe Krenowicz and I have to tag on to Bruce's comments. Our other two passed if it wasn't for private sector and private business being able to pivot change and adjust in a very short period of time quickly without due diligence we wouldn't be here tonight.

>> This is Alan. I'd also like to comment William Smith properties for sticking to this project and working over the years. I mean, there was times when the college said, you know, how many years are we going to invest in this and we stuck with it, so the college had patience and Bill kept working at it for the benefit of the college and I want to thank him for that.

>> MR. McCAFFREY Thank you. We're excited. It was great this year to break ground on the first part with the outcrop subdivision and the next milestone in my mind is breaking ground north of Chevlin Park and we're excited to do so and we appreciate all the nice words. Thank you.

>> Peter is this your first day back in the office?

>> MR. McCAFFREY It is my -- I've been working from home a bit last week. It's my first day back at the office though.

>> MR. McCOY Why were you working from home?

>> MR. McCAFFREY So I -- my wife and I welcomed a baby girl to our family a couple of weeks ago on election day actually and we are celebrating that but yeah. Thank you I see a lot of cop petty going up on people's zooms. Much appreciate appreciated.

>> MS. SCATVOLD Not if you don't look tired enough Peter.

>> MR. McCAFFREY I was telling Laurie at the beginning I came here and took a nap under my desk before we got started or maybe I'll take one afterwards.

>> MS. SCATVOLD Okay.

>> I just want to make sure that the minutes reflect that the motions did not pass unanimously they had one abstention.

>> MS. SCATVOLD Yep. There we go.

Okay. So now we'll move on to new business which we don't have any because we have a retreat on Friday and we have lots to talk about in a full-day zoom retreat. It's going to be great. I'm looking forward to

the topics. Of course I wish we could be together but it's -- yeah. We live in this world. Okay. So the next agenda item is board of directors operations so I'll just call you as I see you on the screen to report out so Alan, you're the first face.

>> Thank you Erica. So Erica and I have had weekly calls most weeks with President Chesley. I think I've also did my one on one with President Chesley. I also participated in a zoom call with Oregon community college association to pick the winners of the cherry award and the other awards that were presented at the OCCA conference. And I also completed two days worth of information over three days of the OCCA conference on zoom. That was quite a feat but doing it at home isn't that bad and we did talk about equity and inclusive I have the and work force training for the next legislative session and I'll try to get some of the handouts that we had there available for you. That's it.

>> MS. SCATVOLD All right. Thank you Alan. Bruce?

>> Mine is relatively brief. Had a chance to do my one on one check in with Dr. Chesley on October 22nd and I thought that was very very helpful and I think that's what I've got to report.

>> MS. SCATVOLD Thank you Bruce. Oliver.

>> I have nothing to report.

>> MS. SCATVOLD Great. And Jim?

>> I had a phone call with President Chesley and also a meeting of the real estate committee and that's it.

>> MS. SCATVOLD Thank you. Laura?

>> I also attended the real estate committee meeting and I had the opportunity to teach my introduction to wine tasting remotely via zoom. So that was the first time that I've done that through COCC. It went really well and one really cool thing is that we could have people from outside of the area participate because it was all virtual. And so I actually had a high school class mate of mine that I haven't seen in 20 years in Chicago participate which was really fun. And it went really well so they're going to let me do it again this winter. So that's all I have to report.

>> Laura how did you get the wine to Chicago?

>> Oliver the way I did it was I identified three wines and each one had an alternate and folks who attended had the opportunity to buy one, two or all three and taste them while we talked on line and they were all reasonably priced wines that are easily acquired so for instance I realized the day of the class -- the class started at 6:00. I realized at 4:30 I had none of them and I ran to the local righted aid and I was able to acquire all three of them for a grand total of \$24.99.

>> Awesome.

>> MS. SCATVOLD I love it.

Okay. Joe.

>> I had a one on one conversation with our president as well as the real estate committee meeting.

>> MS. SCATVOLD Thank you.

And then I had my one on one with path Chesley on the 30th. And then calls with Alan and Laurie on the 23rd and 30th and then on the sixth of November we had two calls. We had that.

To talk about and we were that busy that we had to schedule to talk more in the afternoon. So that's what I have.

Okay. Anything else anybody would like to add before I move on to the president's report? Okay. So next up President Chesley.

>> MS. CHESLEY I want to call on some folks to share a little bit about two activities that we've either hosted or been working on and I think they really demonstrate that even though so much of our time is taken up with COVID, we still have folks really wanting to do new innovative things and putting out a lot of effort to make these things happen. And so first I'm going to call on Alicia to talk a little bit about the forum on racial inequality and dealing with hate speech that we had just before this meeting.

>> MS. MOORE Thanks Laurie. As you might recall last spring the college started a forum on racism in the criminal justice system. That was partially in response to the tragic death of George Floyd but also in response to other colleges in our country. We received tremendous feedback and response to that and with many requests to continue these times of forums going forward and so we're planning on offering one forum each quarter focused on racism and the intent there is to make sure we have the context for why something happened or what this topic is grounded in, then talk about some personal experiences with people who might have been -- have some more personal insights on these topics and then always wrap it up with so what do we do with this type of information.

And so as Laurie mentioned, today's forum focused on addressing racial inequalities and responding to hate speech especially given some of the conversations that are happening in the country as of late really focus on how we as allies can really address hate speech when it arises. So we have in addition to Laurie doing the intro and me searching as the moderator, today's forum had Dr. Andrea we tell who's one of our professors of psychology and her presentation focuses on how we are all impacted and affected by prejudice, stereotypes and privilege and bringing that to us from a social psychology perspective.

Marcus Legrand stepped in for us at the last minute and Marcus currently serves as the college and career success coach and he's also a part-time instructor. Marcus really shared his own personal experience as being an African-American male in the central Oregon community and the experiences and conversations he's had with students about their experiences not only in the community but here at the college so really gave that lived experience truth to some of the messages Andrea delivered.

And then finally Chris tea walker our director of diversity and inclusion who many people meet on Friday for your diversity and inclusion training, Chris tea focused on strategies and tools to respond to hate speech and how we with can create a more well coming and conclusive climate. We did have some challenges streaming today to Facebook but we will be posted that to all of our social media sites here in the next 24 hours but regardless we still had more than 80 people participate via a zoom webinar and that's pretty preserve for this time when folks are pretty zoomed outed or pretty tired we're coming up on thanks giving and finals week but it was good conversation, some tough questions, some really good questions and we could have continued for a long time.

And finally I'd like to share we got an email from Rudy Lindstrom. She's the director of diversity, equity and inclusion for Oregon's Higher Education Coordinator Commission. She joined in the webinar unbeknownst to us because she heard great things about what Central Oregon Community College is doing in terms of our diversity and program, wanted to see it for herself and then passed on a note to say, wow, super impressed and wants to see how we can engage in this type of work on a state-wide

level. So it's good to have that feedback from someone completely removed from Central Oregon, no direct ties to COCC in particular and really affirm that the work we are doing is making a difference. So many thanks to Laurie for being a part of these forums, to Kristy, our director of diversity and inclusion and others who helped us bring the speakers together. It's been a great experience and look forward to having more of these as we move into the future.

>> MS. CHESLEY Thanks. And also I'm going to call on Betsy now and she knows I'm going to call on her. She is leading along with Alicia our entry into the guided pathways initiative through the Oregon community college student success center and this is a multiyear program that really allows us -- I'll sum it up generally and then I'll let Betsy give you more details. It allows us to take the work that has been done here, the great work that's been done here, and title 3 and now take it to another level and expanded on it. So Betsy, just tell us a little bit about guided pathways.

>> Yeah. I really do sort of look on guided pathways as an extension of the work we've been doing with title 3. So with our title 3 work you've been hearing about the amazing changes we've been making with placement, developmental education redesign first year experience in helping our students in those ways but now that that's drawing to a close, this is our last year of title 3. We don't want that momentum to die down and so to capitalize on that we have joined cohort C of the guided pathways initiative and a lot of the work we've done with title 3 overlaps with the work of guided pathways, but guided pathways is usually summed up there's four pillars on this and it's called clarifying the path, which means creating really clear program curriculum pathways for students to get to their goal without taking a lot of extra credits, wasting time, wasting money, making it clear where they're going, helping them entered the path. That's getting our students and helping them figure out their program and career goals so that they take the right courses from the beginning to make it through as efficiently as possible, stay on the path, right, provide the supports necessary for them to persist towards their educational goal and then ensure learning to make sure that we're not just sort of passing the students on through but that they are actually learning what they should be learning to be successful in the future. So there's all sorts of different possible ways that we can approach this, but the gist of it is to provide more clear information, stronger guidance, improved advising and just generally a more clear guided pathway to help students come in, figure out what they're going to do, be supported along the way and then move them on out as quickly as possible, right, on to the next stage in their life.

>> MS. CHESLEY It's really a continuous quality improvement effort and it's a national movement as well. It's not just in Oregon, but many many many community colleges are working through this framework for improvement. And so thanks to Betsy. I didn't want Betsy to get board if title 3 went away or anybody to worry and so I'm glad that our college signed on and that's my report.

>> MS. SCATVOLD All right. Thank you President Chesley. Does anybody have any questions or comments?

I'm glad that we're going in that direction because I -- it was -- I've sat in a few different sessions at some conferences and yeah. It's good that we're getting on board. So thank you Betsy for not staying bored.

>> Laurie is not bored either. We do we have a group of faculty and various staff working as sort of an advisory team on this. We're just the two faces you are probably the most familiar with.

>> MS. SCATVOLD Thanks. My husband and daughter are playing hide and seek. So you can hear that. I can see my screen lighting up. Okay. Okay. So then the next thing we have on the agenda are the dates. Well, our retreat is on this Friday the 20th from 8:30 to 3:00 p.m. via zoom and then Wednesday, December 9th is our next board of directors meeting. Before we close out today is there anything anybody wants to add before we adjourn? Okay.

>> I don't think we can top that.

>> MS. SCATVOLD Yeah. Okay.

>> You should have another one. Yeah.

>> MS. SCATVOLD Yeah I've got a game of hiding go seek to go play. Okay. So I'll adjourn the Central Oregon Community College board of directors meeting for Monday November 16th. I hope you all have a wonderful night. Thank you and have a good rest of the week. We'll talk soon. Bye.