

**Text Transcript of Central Oregon Community College Board Meeting
Date: October 22, 2020**

(BEGINNING OF FILE)

>> All right. Let's do it. So, I am going to call the order the Central Oregon Community College for Thursday October 22, 2020. We will start off with the COCC land acknowledgement. So I'm going to read the extended version and talked about how we will revisit with the shorten, moving forward.

(LAND ACKNOWLEDGMENT READ)

>> we will move on to the next agenda roll item. We will do the roll call.

>> Ungar?

Are you muted?

>> See, I couldn't hear that. So, I got cut out. But if you're asking I'm here, yes.

>> Jim, Clinton.

>> Here.

>> Oliver Tatom.

>> Here.

>> I don't see Joe.

Laura.

>> Here.

>> Moore.

>> Here.

>> McCoy.

>> Here.

>> Boone.

>> Here.

>> Davis.

>> Here.

>> Knutson.

>> Here.

>> Mark.

>> Sorry, I had trouble there unmuting. Yes, here.

>> Peter.

>> Here.

>> Joining us this month, Kristen Lambert.

Um, Jacquie Coe.

>> Here.

>> Waylon.

>> Here.

>> Gabriela Peden?

>> Jennifer, here.

I just saw Joe. Will you let us know if you're here?

>> Yes, I am.

>> All right. That's it. That's the roll.

>> All right. Thank you everyone. Um, so we will move on to the next agenda item. Um, which is agenda changes. And um, we did send out the board policy committee charter and the adjustment and language of the policy BPR5.

So, I would like to add that to the agenda under New Business. So we will visit that later. Does anybody else have any agenda changes they would like to make?

>> There is an agenda change on item 8.
3. There's no action to be taken.
>> Okay.
>> Campus village development.
>> Oh, yes, yes.
Okay. Thank you.
So we will move on to the next, which is public comment. Is there any public comment?
>> There's no public comment.
>> Okay. We are moving along very quickly. Okay, so now we are to consent. Does anybody have anything to say about the consent agenda?
>> I have a correction for minutes. This is Laura.
So on the August 20th minutes, on Page 2, under item C. Where Dadona talked about the financial impacts, sub 3 says I advise COCC staff to work with vendors regarding language.
I don't know what that means but what I was talking about was I suggested that we look at the clauses of our contracts when deciding where we thought we could get out of obligations or not.
Completely different point.
>> Okay.
So do we -- should we just -- this is where I'll need somebody's help. Do we just take the edit and adjust it? Or can we note that needs to be adjusted and then approve?
>> I think we can approve the consent agenda with that change.
>> I have another change, where my last name is spelled wrong. So it's um, I noted it.
It is, when I first opened the notes. I think I marked it.
Of course, now I can't find it. It's pretty obvious, instead of S-K it's S-T-R-K. So kind of close, but not my last name.
I will come back around and let Deena know.
>> We are also happen to look for that and find it. We can make that happen. You don't need to find it. We'll find it.
>> Yeah, I'm sorry. I thought I had marked it.
>> This is Joe, I move that we approve the agenda changes, consent agenda with the changes presented by Laura Cooper and corrections of last name for Erica.
>> Second, Bruce.
>> Okay. Thank you. Um -- okay. So all those in favor, say I.
>> I.
>> Any opposed? Okay. So it passes unanimously.
It's nice because we had them adjusted from being long and detailed so thank you and they look great this time around, with those few adjustments.
Okay. So we will move to information items. So, we have the financial statements. Does anybody have any questions about the financial statements?
Okay, then we have the new hire reports.
Anybody have any questions?
And this is totally -- um --
The Blakely Evans he went to the University of Denver so Yay.
I do like reading through those and seeing who is joining the COCC team and what they are bringing. So Yay to them.
Does anybody else have any comments on this?
>> I don't.

>> Okay. All right. Then we will move on to old business. COCC re-opening plan update.

>> Matt is going start us off and we're going to update you on what has changed since the last update. And then I'll talk a little bit about our plans for winter term.

>> Thank you. To refresh everybody's memory, this is a required update by the state when we adopted our re-opening plan back in July, we update the board on any changes that have transpired and they are listed in the first bullet.

We have moved in following for the Center for Disease Control guidance to using face masks as opposed to coverings. That does align.

And you can see the graphics that were produced internally by Jenn and her wonderful team. Those are the only -- that is the only thing that we have to our plan this month.

>> We also wanted to alert you on ongoing communication strategies around our re-opening plan. For the fall, we launched our COVID-19 data dashboard. This is reporting positive tests of employees or students who have been on the COCC campus within the last 14 days.

14 days is not indicative of the viruses rate. It's internal metric that we created ourselves, because we are closed as a campus, we wanted to have a clear cut off date as to when we were reporting, we cleared this reporting structure with our local public health authorities and that's what is the informing data. As of today, no positive cases reported. We have created e-mail templates to support employee communications to alert students if their class has to move from in person to remote, so that faculty and staff know what to say and messaging can stay consistent.

We have also offered personal safety mandatory training for all supervisors and made that training accessible on the website for anyone that would like to revisit it.

>> We knew that we would need to make a decision about the status of our re-opening for winter, in late October. So we have been diligently reviewing information, various studies. You can see the criteria here that continues to inform our decision making looking at what HECC and OHA have been putting out.

Looking at the local data from public authorities, at the national trends. What is happening with our local K-12 partners and making an overall assessment. And of course always key concern is employee and student health and safety.

So, the fact is that the COVID friends, locally and nationally are moving in the wrong direction. And we are coming up upon flu season, coming up upon the winter season, where more people are in doors, leading to greater risk. We are reading nationally, about um, an even greater surge, the most significant one of the pandemic, coming over the next 6 weeks, to 12 weeks.

And so, it's pretty hard to say we are going to make major changes when the situation we face now, is um, more serious, it's worse than what we faced in the fall, when we made our decision for this very term.

So, um, we have made, after careful consideration, the following decisions for winter. We will not be opening our resident's hall for winter, for all of the reasons just noted and those which we shared earlier in the fall.

Our in-person instruction will expand slightly.

You may remember that this term we are offering face-to-face courses that, first of all, cannot be taught remotely. And second of all, are required for students in programs to graduate. So for the most part, what this amounts to are career and technical lab courses. For winter, we will continue to offer those courses.

Um, but we are going to expand, as I said, a little bit, to include courses that can't be effectively taught remotely, that meet graduation requirements, but may not be the only, the sole means to meet those requirements.

You may say what does that mean in a practical sense?

Means that we will be offering additional face-to-face courses like some studio art classes, metal craft, ceramics, additional music courses like one-on-one lessons.

Some additional health and human performance classes, activity classes that can be done outdoors, like snow and alpine skiing. We are working to finalize the list of courses that will add to our in-person portfolio, that hasn't been completely completed just yet.

But we working on that.

The percentage of courses that we will be offering remotely still is the vast majority, and we would estimate it's around 80% of the courses that we are offering in winter, are still offered in a remote format.

Our student services will remain remote. Our campus facilities will remain closed to the public. And community access will be limited to some events, like blood drives, that have a very specific college related or community health related purpose.

So we continue to take disciplined approach. A conservative approach. And I will just assure you that this was a difficult decision to make. We did some investigation, frankly, into what makes some residents hall openings, appear to be successful.

So we read about all of the major incidents in the paper. We've read about those across the country. We were also consulting with Dr. George Conway who gave us a study of resident's hall success and failure that indicated small and remote residents halls can, under the right conditions, be open safely. That is, without COVID outbreaks. But that is not -- you know, those are some very specific kinds of situations, with some specific cultural and procedural aspects in place. Larger, um, institutions tend to see outbreaks, even with increased testing and rapid testing. We looked into the availability of rapid testing in our area, to see if that might change our mind about what we would do for winter. And um, all of this lead us to a decision which is painful for us to make for students, but we believe is in the best interest of those students in our community. So, I would be happy -- any one of us would be happy to answer questions about the changes to our re-opening plan, or changes for winter. Ing.

>> I have a quick question. I agree with the decision to not have the resident's hall open, but I'm curious what kind of a financial impact that has and what kinds of scrambling staff has been done to date. And what we would like to do as a board is be given options. And obviously, may not be asked to make a decision now, but I'm curious what kind of a financial impact that's going to have?

>> The impact will be significant. And I'll set a general context and then I'll let Dave Dona expand.

So we will lose -- if our residents hall is closed for the entire year, and right now we are closing through winter. I have to be candid and

say, if we are closed in winter, it's most likely we are closed in spring and couldn't find students to fill the halls at that point.

It is likely we are closed, the resident's hall, all year. But we haven't made that decision yet.

In lost revenue, we will see \$3.6 million loss, given the revenues from room and board and associated kinds of expenses.

That is not the actual loss we will experience, because as we don't have those services, we also have savings that can be applied to offset that 3.6 million.

That said, it's a significant shortfall that we will see this year. So we will be looking at, as a college, both short term savings, and longer term -- longer term examination of programs and services, so that we position ourselves well for the future, in addition to addressing this year's difficulties.

Dave, I would like you to expand on some of the things we have done and are doing and add to that general context, if you would.

>> Thank you. So as the president has pointed out, we will see a significant impact to revenue. Not just the resident's hall, but across all enterprise activity, bookstore, vending, cafe, I mean, it's across the board. But the resident's hall is a substantial one, we are hoping to offset a big part with expense reductions.

On the food service side, for example, that revenue, about 1.6 million needs to cover about 1.4 million in food costs which we won't be incurring, because there won't be food. We have also negotiated to Sedecso to do the contract until students come back. We will be looking again, getting back to Laura's point, looking at contracts and at what provisions or on there.

We have done that with the CRO, with Sedexo. We will continue doing that to help find ways.

CARES money that may be able to incorporate that as a strategy as well. There's a lot of moving parts. It is a significant impact, but we are going to have an institutional-wide challenge to look at this kind of thing across the board.

It won't be just the resident's hall, there's a lot of areas that are going to have holes, just because our traditional revenue sources are not available to us. And so -- but, the president's early action to put a freeze on nonessential spending, on hiring, to you know, to lay off or furlough people, where no meaningful work was available, is really contributed to put us in a good position.

We not immune to the effects but we were well positioned going into this. So we are going to be better prepared to weather the storm, I think.

Anybody have any specific questions?

>> Yeah, this is Alan. So, we have bonds to pay for the resident's hall. Those are still due. How much are those?

>> Those are about a million three, a million two six. One of the challenges for us will be to, you know, find ways to, again, cut costs. There's promising provision that we were discussing at the business officers meeting this afternoon that looks like it will lend itself to helping with the resident's hall.

But as Alan has pointed out, debit service is the same whether you have one student or 320 students. It's still there. So, we have to take care of it.

>> We also, as you know, offered a voluntary separation incentive last spring, late last spring. And had 16 folks take advantage of that. So,

we have a fair number of open positions and we have always said, um, we should not expect that we will be filling all of those. So we are really looking at only the most essential hiring and the most essential spending. We won't say there won't be any, because there will be some. But we, you know, we also have potential savings in that area, as well.

Other questions?

>> Okay. Okay, I'm going to give it one more time for other questions or comments.

Okay. So we will move to the next agenda item, facilities update. So, we have Matt and Joe giving the update.

>> Can everybody see the facilities update screen?

>> Yes.

>> Looks great, it's very big.

>> I heard an echo. So if you're not using your mic, it would be helpful if that will be turned off.

We are going to provide a general overview of facilities operations. General summary of the facility's funding, recognizing the need for awareness as we move forward in the previous presentation, the discussion of budgeting, certainly heightens our awareness.

The more detailed exploration of the maintenance requirements will occur in the real estate committee and that meeting is coming up next week. So don't expect us to dive too deep into the finances of the facilities at this time.

This does align with our strategic planning. Student success experience, enrichment and efficiency. We have overarching principles for determining where to make those critical investments.

We are obligated and embrace the idea of being good stewards of public resources, and focus on life, health and safety.

I'm proud to say and complements to Joe especially, that we invest in our ADA accessibility here on a challenging campus. And I think we are probably the model in our region for an organization that does provide that accessibility.

There are a couple of key documents that we rely on. The strategic plan, as previously mentioned.

The 2018 to 2028 facility master plan. We have a parking management plan that has not been updated. That's because the parking management plan focused on the Bend campus and we only have to update when we have changes.

And then the Bureau of Veritas or EMG, the facilities audit in 2010 through 2011.

Joe, could you talk a little bit about the quality people that you get to work with?

>> Yes, thanks Matt and thank you for giving us the opportunity for an update.

Recently our custodial staff has taken significant cuts, we do not have a construction project manager, nor a facilities rental scheduler and have had a maintenance supervisor for 3 years, but someone in training. But we do come to campus full time every single day. Under these conditions.

Next slide.

Bend campus, about 85% of the total buildings on all the campuses. You see some of the statistics there.

>> It's worth noting for future discussion, in this presentation, the timing for the build, between 1964 and 2015. We have some experienced buildings and newer buildings.

>> Next slide.

So there are 5 buildings on the Redmon campus and that includes the veterinary and tech building.

And in contrast to the building that is were build in 1960s, the Prineville was build 9 years ago.

And Madras, built in 2011 but what Matt brought up, the building depreciation increases at an accelerated rate after about nine or 10 years, so the buildings that have been built in that -- in the early, well, 2011, 2012, are starting to require more maintenance than they have in the past.

Since 2010, um, our square footage has increased 65%, so we are up to 780 thousand square feet. That's over \$150,000,000 in building assets. And buildings generally depreciate around 2 percent if well maintained, 8% if not well maintained.

So could go from 20 years to 40 years, depending on how they are maintained. If we can extend the life of these buildings 10%, with \$150 million in assets, we can save \$15 million just with continued maintenance like we are doing right now. Next slide.

Um, this is an example of what campus services facilities maintenance responsibilities include.

And repairs is more reactive work, we get about 3 hundred to 4 hundred work orders per month. That would be like changing light bulbs or fixing a door.

Preventative is more a planned maintenance, oiling gears, tightening belts.

I'm going to read you the definition, failing systems fast their useful life. That's something that term is used loosely.

That means roofing repairs. Ground improvements, irrigation.

Remodeling, that's upgrades and repurposes of areas. We did recently, well, we haven't done a lot of major, but we did do one example in Grand View we took the cafeteria area and turned it into a math department.

So those dollars sometimes assist us in a deferred maintenance.

The new construction, beginning the total cost of ownership. And, Matt.

>> So we conducted a facilities audit, Joe and his staff, conducted a facilities audit in 2010, 2011. Looking at every building at the time.

All the grounds, all the parking lots, etc. The product that was produced by EMG was a 20-year probability projection.

It's not a checklist, but rather, an indication of what we can expect and how we can plan ahead.

It's detailed for each of the buildings that were part of the audit. It includes both capital replacement, and that deferred maintenance. Again, it's a guiding document. It is not something that we follow, but consider when we look at our resources, when we are able to invest, going forward.

So the audit itself, um, has something like this for each one of the buildings. I just want to take a few minutes to show you the amount of information that is here on this particular slide.

Up at the top, I just think I brought in, well, up at the top it talks about the 1, 2 -- or the current, 2-year, 5-year, 20-year look forward.

This gives us an indication of what to anticipate. In this case we are looking at the library.

And the pictures of the broilers. And there's an indication of when they would need to be replaced and how much it would cost.

Within each building there is very detailed records of the status of the current components and an anticipated time when we would preventatively replace or reach a point where it's deferred maintenance because we fail to replace.

They give us a summary, the capital renewal, about 2 million a year, at that time library, about 156 thousand in deferred maintenance.

The tool is called Assetcal. We can take a look at all of the assets and break out, literally, step-by-step, annual, up to a 20-year period for replacing and maintaining the facility. It's a very helpful tool.

At the college there are a number of accounts, a number of resource pools that we have access to for maintenance.

Are those really resources that are available for maintaining, or for capital renewal? So the reason we include custodial is much of the work that is done will maintain a capital asset and it can extend the life of assets, so we don't need to replace that.

It ends up being a reduced cost for the college. A good example, carpet. We have carpet that EMG may have suggested we replace after 8 to 10 years but if through custodial we can maintain the quality, we can push the renewal out by 5 years.

We have preventative maintenance and repair, those items under 5 thousand.

And then we have Aux accounts, that's to the large capital replacement and emergency capital replacements.

And then construction, Redmond operation and the Chandler and Cascades Hall.

Those will not continue on to make the changes in the building.

So Cascades Hall just completing ADA accessibility in the front to have building. That's depleted that source and it's not an ongoing source in the future.

Looking cumulatively at the Udit, this gives us an idea.

If we don't make the investments, on average, over the last 0 years.

This is worth considering, 2010, 2011, there was a \$14 million immediate need identified.

That was when the auditor said, at the best case, you could replace \$14 million worth of and complete \$14 million combined of deferred maintenance and capital renewal. We seemed to find savings there.

From that audit period, from 2011 to 2020, the audit said, we could spend another \$9.5 million.

So, if you compare to what the audit said in 2010 and through to 2020, to today, with what we have actually invested, here in the orange column, and combining all of those accounts, that I presented in that previous slide, these are actual expenditures, the college expended \$18.6 million. So, the gap between what the auditor suggested we could invest and what we invested, today is approximately \$4.9 million. .

There's a little star next to that. Some of you maybe have recognized that the audit was in 2011 and we built buildings after that.

The technology education center and housing. Well, if we were to include those two buildings in the deferred maintenance, it would push the gap to somewhere north of \$5.1 million. So approximately \$5 million. It's not that much because those are new buildings.

Then if you look here, in this third column, this light blue, over the next 10 years, the audit suggests that we could invest 17 additional

million dollars. For replacement of capital, and at for that deferred maintenance or maintenance.

If we go to to last column, if we were to continue that average investment that we are making at the college through all those resources, that would be \$19.2 million over the next 10 years, from 2020 to 2029. That catches up a little bit on that cap.

And reduces from about \$5 million to around \$3 million. \$2.7 million. The reason I say if, with all of this, is that we will have budget challenges. And there are at the repairs and maintenance that we didn't anticipate. But there are also choices that we can make. Whether we look for the goal standard or achieve the silver standard.

We have flexibility in how we invest in the coming years just how we had flexibility before. We have people working to extend the life of our facilities.

So, this begs the question, how do we compare to the rest of the world? How do we look at ourselves when we look at other community colleges or universities around the country?

Well, we are not a Harvard, we don't have unlimited endowments to make sure everything is in tiptop shape.

The APPA has facilities condition index and to calculate, you take this gap number here, so about the \$5 million, and you divide it by that number that Joe provided earlier, that \$150 million, what's the value of our assets.

And so that comes out to about a .3 index. That's a good index. Our folks do a good job of maintaining our equipment and facilities. That might be slightly overstated. Some of those dollars listed in the pools, aren't necessarily there for renewal or maintenance, but generally, we are in good shape.

Another way of looking at it, compared to other institutions, is by hands on comparison. So if you've been to any other community colleges in Oregon, whether it's Portland Community College, Southwest Oregon Community College and you walk their campuses and then come back to our campus and you see the great shape that our folks are able to maintain our facilities in, it's pretty obvious that we are doing a good job. A very good job of investing our limited resources in an appropriate and thoughtful way. The index that I gave you is for the combination of all of our facilities. And remember that I pointed out that some of our buildings were built in 1964? Some of the buildings are at the gold standard. Some at the bronze standard and they will need attention in the near future.

Any questions on this particular slide?

>> This is Alan it looks to me we need to be looking at \$3 million a year to manage that.

>> Let me see if I can go back one. Over 10 years, \$20 million?

>> It looks closer to 40. 3 point, something million dollars a year, we would need to budget. Can we do that?

>> Average is 2.3 to 2.4 million, so closer to 2.4.

>> The dark orange is already spent. The lighter orange is what is projected to spend for the next 10 years. That's why Matt is saying closing to 2 million than 3 million a year.

>> Okay.

>> Yeah, and when we combine all of those funds that were listed, on average that's about \$2.3 million. It will be challenging to identify that level of resources going forward. Case in points, Cascades hall,

that was a large fund but we used it if that hall and it's been upgraded to quite a nice level.

So what are the general takeaways?

We are being good stewards of the public resource. I think you know that when you talk to your friends and colleagues in the community, and people come to our campus and comment on how nice our facilities are. However, all public entities are facing deferred maintenance. We are a public entity, we are just like them.

We have challenges but ways of meeting those challenges. Our facilities are generally in good shape. But they are aging a little bit. Some more than others.

We have newer better more efficient buildings. And I'll point to the technology education center, that's the first commercial platinum earth advantage building in the country.

And it's also much more complicated. So, the systems need more maintenance. They need, um, constant adjusting, there's more technology to fail.

Maintenance costs and frequency is increasing. We did not plan for an electrical failure, over 2 years and that cost us more than we expected and seeing other frequent maintenance costs arising. So we need to maintain an appropriate funding level. We also need to consider long term building portfolio.

Whether it's repurposed, replace or reduce or portfolio.

And making mention that the audit took place in 2010 and 11, it begs the question of WLRNTS we update the audit because we have additional building and some things have changed as far as the technology we put into the older buildings. An update to the audit, when talking to Joe, it's somewhere between say, 75 thousand, to 100, 125 thousand.

>> Maybe 150.

There's per square foot cost that they go by. But the company that did the work before has um, a good database of COCC and if we lean toward them, um, we will cut the costs compared to just being -- bringing somebody in who has to start from scratch.

In their database they have all the equipment, it would be an update, still have to come to campus. But they would really give us a good idea. They would spend more time on the new buildings, so they would give us a good idea of what that expensive technology will be costing us, coming up. So we can prepare.

>> Great. Thank you, Joe. Um, any questions?

>> Question, slash, comment. I am strongly supportive -- how long does that audit update take? I mean, because there's a part of me that says, that would be really, that would be really useful information for us to have, in understanding A, whether the projections on that chart that you had, you know, what's the margin of error?

And it would also help us understand you know, whether these are things that we may be able to be soft for a couple of years or take care of right away. From my perspective, that seems like a very good investment of one to \$200,000.

>> That could be done within a 6-month period.

>> Yeah.

>> I have a question. How do you reconcile the maintenance of the buildings with how we are going to use the buildings moving forward? Right now we are not using any of the buildings.

I mean, there are people that come in, but not in the same way that we would during a non-pandemic time.

>> Absolutely. That's, you know -- that -- you're cutting to the quick. You're getting to the heart of the conversation that we are having on a regular basis. How shall we use our buildings going forward? Do we look at taking some of them offline, do we look at limiting their use. Joe and I will talk about can we reduce the costs by reducing the utilities and maintenance and cleaning.

The short answer is yes, we can. And there are some savings we are seeing. We have to revisit that question, as we have been regularly.

>> And I would add that we know that, um, COVID has lead us to a remote environment. And as folks, students in particular, become more and more accustomed to that environment, it would not surprise me that we will see increase on demand for online and remote instruction.

So we need to carefully assess how student interest is driving the means by which we offer instruction. And that leads us to considering, um, what are our needs for buildings? Is there room for consolidation? Do we need all the square footage that we have? And that's something that, um, as you know, Matt and I have discussed, that's something we need to keep our eyes on and keep considering as we move forward.

Because the higher education institution of the future may not look exactly like it does now.

>> Remember the conversations from before, especially with the, the buildings were built during the time when we had high enrollment and all used constantly. I know we have had discussions about with the declining enrollment, yeah, how to use the buildings or if they should be used or decommissioned. This is a whole new twist on it.

It would be nice to hear an update on what you're thinking at some point. So maybe I'll talk to you more about that.

>> Absolutely.

>> Okay.

>> If I might add, many of the newer buildings have the flexibility for repurposes and the art tech is probably the primary example. It was built not for the permanent occupant but flexibility for the future occupants. If I may, I do want to thank David and Kathleen for providing the financial data to generate the information from today.

Joe, and his crew who you know, this -- the office I'm in hasn't been painted in 20 years. It still looks pretty good and I give the credit to Joe and his crew.

>> Thanks, Matt.

>> Does anyone have any other questions or comments on the facilities update?

>> I look forward to digging into this with the real estate committee.

>> We going to take that audit and look at the individual line. I'm looking forward to that. I think it will be fun.

>> Okay. So moving on to the next agenda item in old business. Campus village development update. So Matt and Peter.

>> Thanks. Did I just hear that our real estate committee is going to bridge my section for the line by line facilities program?

Thank you everyone for letting me join via Zoom and present on what we are working on.

On the next slide I'll start with a map of the campus village, the area we working on. I have two categories of updates. First in -- are concerning the areas in purple.

Who are two different development proposal. The -- it will be helpful as this map won't be up for the future slides, the smaller 3-acre site that borders Mt. Washington is RH land that had been planned for active senior, 55 and older apartment community.

And the other side is 9 plus acre for multifamily apartments, all refer to the former as the active senior, or the senior living project. And to the multifamily project, the 9-acre.

>> What is RH?

>> High density residential. I don't know if it's residential high, but that's what it would imply.

>> I cringe at that as well.

>> I would rather call it HR, but that's fine. They didn't ask me.

And the other area is the area outlined in teal. The out crop. I will try to keep it short. I know it's Zoom. It's harder to interrupt with questions or see the hands raised. I will stop and look for questions or ask for them. You may also interrupt me. But I will be stopping for questions.

The next 5 slides are concerning neighborly ventures and last 4 about the out crop subdivision.

So the main purpose for on updating for a 70-year ground lease on the multifamily site.

That's the 9-acre piece of property. Here tonight mostly just to give updates, answer questions, make sure that we are on the right track. We have worked with the real estate committee on the last meetings and this Tuesday we have another meeting. But we continue to negotiate and work through this and COCC legal counsel is engaged in helping as we proceed. Neighborly ventures recently terminated ground lease for 3-acre RH site that is bordered by Mt. Washington. If I was in the COCC community I would wonder why we are enthusiastic to work with a group that wasn't able to perform on original development.

I'll show my cards. But we at Smith Properties are really, really respect like neighborly ventures, there are good reasons why they were not able to execute the previous project on the 3-acre site. But the work that they did for that, um, has helped them discover the feasible for this 9-acre site.

At a high level, there are many things that contributed to their not being able to develop the program they planned.

The main reason is the type of building and construction, something that they were familiar with, that they have had other residential and active senior projects, similar to that style, which is an interior corridor, it's not exterior entrance to the units. But you have a lobby entrance, with higher finishes, more amenities and programming.

While they have build all over Oregon, Washington, Idaho. They discovered the reality was quite a bit higher than their building down the road.

Adding to that, during COVID, the lending environment for senior living projects is frozen as it's been conveyed to me.

I know that projects are difficult to get financed now, given the impacts that COVID is having on those classes.

Are there any questions here? The next slide I'm about to tell you all the reasons why we think this is great. But I would like to answer any questions.

Okay. So, the opportunity benefits. The following 3 slides, I'll outline what the terms are for the ground lease. First this is going to create a long term income string.

We wouldn't be bringing any opportunity proposal in front of COCC, unless it met this criteria. But it's one to appreciate. It's a 70-year ground lease and every 5 years there will be steps to keep one the market value of the land.

Secondly, this is one of the reasons we are excited, it will bring a lot of energy to the rest of the campus village opportunity. In 9 acres will be much easier to find tenants for and to develop for commercial and retail, with 180 units to support the coffee shops, dental offices and other services.

Thirdly, neighborly ventures is part of the proposal. Will develop part of the infrastructure that will required, roads, sewer, utility extension, left turn lane shelters from the streets that serve the property.

These are valuable assets for future development. It will make other parts of the development less expensive and kick start other development efforts. 4th bullet point, the developer is also a property manager and long term holder.

Not only do we respect, add admire and appreciate, but we know who we are working with and they're a good group to be working with.

And the last bullet, and there's other things, other opportunity benefits, but the last thing, much of their due diligence is complete. Rental rates, other things unique to Bend so they have a short due diligence timeline and the hope is to start construction in spring or early summer of 2021.

So the next couple of slides, I'll summarize what the ground lease terms are. The area that's surrounded by the black line is the development area. 9.39 acres. Outlined in red, there's what we call the reserve area, a .6-acre area that for at least 10 years, they are requested or requiring that it not be developed. The objective to preserve trees and out door space. Frankly, it's a really nice point that they have insisted on.

But it's one that we want as well. So we are excited to have that as a component. At some point we might be required to put in access to park road in that area. So we would have the ability to relocate that reserve area.

On the next slide, the development proposal, or the project. 180-unit market rate apartment project. These would be garden style apartments. So they are in pods of everywhere from 4 to 8 to 12 units that have external entrances, ground floor entrance, so the street scape will be nice. There will be front doors and patios included in those units. There would be some resident amenities, on site fitness, pool and other features as well.

The rents are forecasted at roughly 100 to 120% of the average median income of Bend.

I have concluded that based on the rents they have given to me. That translates to rents in their smallest one bedroom, the low one thousand per month, going to 1900 to 2000 for the 3 bedroom. You can understand, all in between.

>> Peter, I would ask you about AMI. Because I didn't have that general understanding. So, when you talk about the 100% of average medium

income, that doesn't mean all of their income goes to housing. It means that of that income, the 100% for housing would be the 20% figure?

>> Um, 30% of the average monthly income would be contributed towards the housing. That's the math. And if it's a 2 or 3 bedroom unit, it's based on the average medium income of a dual income household. And if it's one bedroom, based on a single income.

I'm searching on google to see labor statistics. In a mid-50 thousand, like 55 thousand per year.

And the average dual income house is in the high 60s.

>> Okay. Thank you for that explanation.

>> Sure.

>> It's a 70-year lease term, 30-year base, with four, 10-year options. More on the lease specifics.

231621. Very exact number. It's based on 8% of what they determine as the fair market value and what we agree with as a fair market value. I can elaborate on that.

Every 5 years it will adjust based on the county assessor's determination. Not the assessed value but the real market, which is good because it means it's an uncapped amount. If there's a period of inflation, or prices increase, the college participates in that increase. And that would deliver estimated \$150,000 annually to COCC and they would pay on it, I think it's quarterly. I should know that detail. But plan on it for being quarterly.

Estimated timeline, 10-month due diligence period where they could get the project through the city and get approvals to start construction. Looking to be in construction in 2021 with occupancy forecasted in late 2022.

>> Are there any questions are regards to this particular project?

What happens if they decide they don't wants to extend the lease past 40 years? Who gets the properties?

>> COCC gets the improvements. I would imagine you would be concerned if you had the income stream and they went away. But it's perhaps a nice concession that you get 180 apartment units, whether for student housing or however the college could see fit. Or to find another operator to um, manage and rent the units.

>> Great. Thank you.

>> The same goes for at the end of 70 years. Generally what happens, on a commercial ground lease is when the ground lessee gets 20 years out from the timeline, they approach the landlord with the hopes to extend the ground lease, and it's a good opportunity if there are things that could be improved upon by the lease structure to do that.

And the landlord can make the decision if owning the improvements is valuable, it can seek to do that or extend the agreement with the owner of the property.

>> This is Joe. You know, that whole area is still susceptible to fire storms, ten years down the road, we still have trees around there and there's a fire storm and we do have a station at those apartments. Do we have an assure that they would be rebuilt?

>> We require that they carry insurance, they probably get a couple of different options on what they decide to do and we would college insurance to protect the income, otherwise prepare for it. I don't want to answer, I guess it's not that specific Joe, as to what has to happen. But there are mitigating alternatives.

>> This is Alan. Now, in the past we have looked at this area as a place where we would have corporate offices or manufacturing areas that kind of complement the college. But I understand that this city was not really that supportive of that kind of development. Is this a good way to transition to something supportive of the college?

>> I think it's a great use of the property and helps drive other, um, other opportunities to the west and east. I don't want to answer -- I think it will be good for the college in terms of the market potential and the ground lease income, some of the advantages of the commercial development that we had looked on the east side there was with -- We were hoping to get a few bio tech tenants and hoping for students to have a chance to intern or perhaps have some classes fulfilled or expand their education in conjunction with those, that could be local employers there.

There was one bio tech user, we drew up plans for the building and got excited about and determined that the -- it would technically be considered a light industrial site and that's conditional use and we weren't immediately getting support and it was going to be evidence that it would be a tough path to getting a conditional use permit for that user.

I wouldn't say we went out and fished for multifamily developers to do this project. But the real opportunity, it's 9 acres and you can see how steep the area is, to effectively develop the area, you have to build in pods of buildings. You couldn't build one or two large buildings over this 9 acres without significant land costs.

So it's a creative and helpful way for us to get a lot of the infrastructure, the access roads that would be developed through this. And maximum use of that land.

Did that answer your question, Alan?

>> Yes, it did and um, especially the topography challenge, makes it seem like this is a good compatible use.

>> Yeah.

>> This is Jim. I have a question. Neighborly Ventures is paying 232K to, for ground lease? Irrespective of the rent they collect?

>> Correct.

>> When does that start?

>> At the earlier of 100% occupancy of the project of 18 months.

If they get certificate of -- once they get certificate of occupancy, they start leasing. If in the first month they have 20% to have units leased, they pay 20% of the 231 thousand. If by month five they get to 60%, then they are paying 60%.

If for some reason they are not fully occupied they still go up to 100% of the rent.

>> So why do they pay 232K and COCC gets 150K?

>> So this is following the math of the development agreement with COCC. COCC will get a base return, 8% on the land value. The original assessed land value, and then after that, Smith Properties and COCC splits, in proportion to their cash investments and the infrastructure of the project until they both are made whole.

Until they have recovered money and then split the extra dollars above the base return, 50/50.

>> Jim, I will add the infrastructure for the culinary institute COCC put in. And beyond that, so across the 12 acres, William Smith properties has paid for that infrastructure.

So we are 65% contribution from COCC to develop that. One of the real benefits of having somebody else put in the infrastructure, it's an avoided cost for both of us, nothing coming out of our pockets.

>> By neighborly ventures funding it, COCC gets a larger return on the investment, quicker.

>> Thank you.

>> Sure.

The out crop moves along. I was hoping to report that the final plot had been reported, but it's not yet. I'm hoping I can send that measured in days not weeks. But we are getting close.

The model home is under construction. When we get to the next slide, I'll point that lot that sits on.

Other updates, Washington Federal as approved the program for lending.

They are receiving home loan applications and under writing for the borrowers. Except that the plot is not recorded but close on that.

The other item, we are working on the engineering for phase two, or phase two plus. It could be multiple phases that remain.

On the next slide -- excuse me, I'll show you pictures of the model home. So this is on lot 12. And these were just taken, um, two days ago. So very recent. You can see it's um, a street loaded garage. And the picture on the left, you can see that accessory dwelling unit, that's situated behind the house.

It's coming along and I'll notify when it's available to be toured.

The area outlined in blue is phase one. That is the infrastructure which we have now installed and that we are trying to receive final plot recording. And there's 16 lots included in that outline and the yellow star indicates where the model home is.

Phases 2 plus and two, maybe two and three, will hold about 35 lots, and again in preliminary stages, there.

Lastly, I wanted to provide an update or overview of what the economics look like for the out crop.

First I'll talk about phase one, the area in blue.

Forecasting the monthly ground leases to be about \$900 a months that will differ based on the size to have lot and location, if it's more or less desirable.

The total would be \$173,000 per year, this is before splitting between COCC and Smith. Looking at phase one income, once all 16 lots are in ground lease, if the above is correct, to COCC, about 63000 a year, and once the respective development costs are recovered by William Smith properties and COCC, COCC would be receiving about \$95,000 per year. I made sure to include, I have not adjusted for inflation.

Similarly to neighborly venture, the lease will adjust every 5 years, based on increases in market land values so it should be reflective of the, \$95,000 in today's dollars should be reflected in the future. If that's unclear, please raise your hand. I'm happy to explain further. Phase two, it's very preliminary, but I wanted to at least put numbers behind it so you would see the order of magnitude, financially, what this would look like.

Same thing, forecasting about \$900 a month in today's dollars. We know it's going to be several years before we have the infrastructure in but think about it in today's dollars. Across 35 lots that would create \$278,000 in annual ground lease.

If the ratio of costs for the infrastructure are similar to phase one, then COCC would be receiving in today's \$135,000 per year before all the

costs are recovered and then afterwards \$208,000. I know that's a lot of numbers.

But are there questions on that or anything related to the campus village?

>> I'm no longer on the real estate committee, but this is very exciting to see this happening and sort of accelerating.

>> Thank you, it's been exciting to work on and we are really pleased. We would really like to have the plot recorded so we can um, really embrace the fact that the market is strong right now and that there's a lot of people that are looking to live in this area. So, the project has been fun and we appreciate all the support we've gotten.

Matt or Lori anything else?

>> I don't, I'm also very excited about this possibility. Matt?

>> Just a quick update, we received the red line version of the agreement from our legal counsel late last night and I've been looking at that. So, the board can anticipate having that before them to approve the agreement at the next board meeting.

We will work with the real estate committee. Who said that all the T's are crosses and the lower case j's are dotted? I like that. That's good.

>> Well, thank you.

>> Thank you, Peter.

>> I'm very excited about this. Um, because I know that the other plan would make income for COCC. But I was wondering, you know, it was a bunch of senior housing, which they could go to COCC too, but generally we have a younger population that attends. So this opens up opportunity for a lot of different people to live closer, so it wasn't how we planned it to be but maybe it's going to be better in the long run.

>> I should have phrased it this way, the second project with which we are now working, would be our choice. It has a lot of advantages, why didn't they try to incorporate the 3 acres? And the comment was they spent time meeting with the neighborhood and community and emphasizing why 55 and older would be a strong asset.

So it didn't feel right for them to go in and change the plan. If they had their wish, I know that they still want to build that project and that's something they want to do. In the meantime, it's available and we are getting interest, including letters of intent and people making early stage offers on that land already. Too early to report on that, but understandably, people like the location and good material out of it.

>> Okay. Any other questions or comments?

>> Good job and thank you for your support.

>> Thanks everyone. I appreciate it.

>> So we will move on to the next agenda item, under new business. So, we have um, faculty and student panel discussion.

>> Yeah, I'll introduce Betsie. Many of you have been asking, you know, how are the faculty and the students doing in this new environment? So we wanted to put together some thoughts from real genuine faculty and students, to share some of their experiences with you, about the new world of remote instruction. And Betsie arranged and organized the panel.

So Betsy please take over.

>> Okay. Thank you. We have been spending a lot of time talking about the facilities and real estate. But you know that my heart is with

instruction, with the teaching and learning. To me, this is the highlight of the evening, getting to talk to our faculty and students about this. Because we have been giving you all over the past months, a lots of information and data about this transition in our instructional approach, in response to COVID.

But tonight you're going to get a chance to hear from the people who are actually impacted by the change, and hear from them, about how this affected them.

I've invited two faculty members and two students to speak for just a couple of minutes, about their experience.

And I have warned them that you all like to ask questions, so they are prepared for that.

I would like to introduce the two faculty members.

We have Jacquie Coe, she's one of our math instructors.

And Kristin Lambert that teaches in the nursing program.

We also have two students that will be talking with you.

One is Waylon Winishut. He is working now in the computer lab on the campus. That's probably why he doesn't have his camera showing you everybody else in the lab.

And then Gabriela Peden who is working on her education degree.

I've asked them to prep just a couple of minutes in response to two different questions.

The first one, was to talk about some of the challenges that were presented and that arose during this transition. But then I asked them to speak for a few minutes about lessons learned, benefits or positive outcomes.

But I thought we would start with the challenges.

And Jacquie doesn't know it, but I'm going to start with her. So Jacquie could you tell us about some of the challenges?

>> Sure. I would love to. Thank you for having us tonight.

So as you can imagine, lots of challenges with switching to remote instruction. And when Betsy asked me to talk, the main challenge I thought of is the amount of time that faculty are spending, troubleshooting technology issues with students.

You might have the idea that students are tech savvy, but it's been surprising how many students don't have the computer skills to navigate in a remote environment, especially in a learning traditional environment.

So really, faculty have been you know, burdened and busy with helping students. For example, I could spend 5 e-mail exchanges, and half an hour on Zoom trying to get one student to submit their assignment correctly, so I can read and grade it. At the beginning of the term. So just, has been a challenge to deal with this.

With some many students and we are fielding a high volume of e-mails. My e-mail is constantly ding, ding, ding.

Faculty are exhausted and tired. We are happy to -- we love teaching and love our students. But teaching is taking a lot of energy and time, these days, with remote learning. I think that we would love our energy to go towards teaching, to improving our classes and explaining the content.

You know, I wanted to be doing math with my students. And instead we are spending a fair amount of time troubleshooting technology. So you think that's one of the biggest challenges.

So we would be in favor of more academic support in that way.

>> Thank you and Kristin could you share?

>> As far as the technology. So, we have started a lot of synchronous learning in our classes instead of having it all be online. And because of that, we have really noticed that students have Internet issues, either staying connected in the call, they get kicked out of calls a lot. So that's really distracted, they're trying to get back in all the time. That's distracted to the faculty.

And not being able to hear the audio is a big complaint that I've heard from students.

I've had a student they only hear -- heard like every third word that we were saying when we were teaching. Because of that they ask that other people turn off the video, because that seems to increase the audio quality. So with that, we are teaching to a black screen. We don't know that there's student engagement, which could be an issue.

And the other thing, the faculty time that this takes. We use a lot of active learning in our program, and transferring that to the online environment doesn't always translate the way you want it to. It's not just the time we take making the videos and uploading it and doing all of those things, it's the time it takes to look at the quality of content that we are putting out there.

The students still have to learn the same things that we teach in person to be able to be a qualified nurse.

Lecture to lecture are looking at what worked or didn't. And changing it in between.

While we created great things it's been a lot of time really focusing on, are we teaching the way we want to be teaching in this environment.

>> You heard two faculty, now I would like to shift to students.

Waylon. There he is. We would like to start with you.

>> As a student A lot of the challenges I face during this transition, was having a dedicated space at home, in order to get my studying and school work done. And all my chores, while at home -- while trying to get study done at home, seem very important at the time. And keeping everything lined up.

And balancing a chaotic home life and get in contact with teachers and trying to stay connected to the classes, um, was really a big struggle. It really was time consuming to get the space in the time needed, in order to get my school work done.

>> Okay. Thank you. And Gabriela.

>> Hello. Um, I think that one of the challenges for me, was um -- I'm going to mention a specific class that I registered for this term. And it just lacked creativity. There was no -- it didn't seem like, um, the approach that the instructor choose to teach the class, um, it just wasn't going to work for my way of learning and um, didn't um, the course was pre-recorded from a previous term.

Whether that was spring or some other time. So you could see students moving. The teacher having conversations with students that are not in our classroom. So, I understand. I'm also an educator and I understand that it is very difficult to transition to the new world. But it also, you know, I spent time, I bought the book, I invested money. To just ends up dropping the class.

Because, why would I sit and watch a recording of a teacher teaching to a different group of students, not to me. And then follow a sheet that had a timeline that said at 2 minutes and 5 seconds this is what we are going to talk about.

I don't have time for that. I'm a mother, I'm employee, I'm a wife, I'm a daughter. I'm here to learn, and that wasn't going to happen in that model, if I keep changing the video and fast forwarding to trying to find the content I needed. Which then, when I dropped the class and had to then get another class, now I am a week behind in my new class.

I think there has to be some sort of consistency with how teachers are putting out the information for students. It's difficult to have to learn 2, 3, 4, 5 different ways of learning material. When you know, when we are all having to use this virtual model.

>> Okay. So, we have heard now, some of the challenges they faced. And I'm going to go in reverse order, to give them a sense of where they are going to be in the cycle. And hear about some of the more positive aspects or lessons learned that will be carried forward. So Gabriela.

>> I wasn't ready.

>> I warned you.

>> It's okay. Um, I think that it was, with the experience that I just shared, I think out was, um, interesting that --

I had this, I felt, this negative experience, and then I had -- I'm taking a math class with Shawn Rule, who I absolutely love. And I had always said, prior to this class, um, I suck at math, I hate math, I never want to do anything with math.

And he has, like, changed my perspective and view of math and the fact that he uses math to the real world.

So I've been a student at COCC for -- I've been on and off for a long time. But back in like, 10 years ago when I started originally and graduated in 2014, I had great teachers and learned and got a degree and came back for a different degree. But my experience with Shawn Rule and Amy, is life changing.

They see me as a person, and they um -- they are conscious that outside of the classroom, I also have a life and other responsibilities, and I am, um, beyond thankful of how thoughtful they are. Just in the 4 weeks I've been in the class, I run a budget at work and the way that Shawn has taught me math, I've been able to use his math at work.

Now I don't feel like I'm asking the budget team to explain things because I understand it because I had Shawn explain it to me in a simple way. And sometimes like the other day I said, I'm having trouble with my excel sheet and I had nothing to do with the class.

He took the time to show it to me. He had -- he has taken interest and Amy Howl too. I told Betsy, I wish there was like a, like they taught a 101 class for other instructors so they could be more like them, because they think they're so engaging that I think we wouldn't be dropping classes if more teachers were like Shawn and Amy Howl.

>> Okay. Thank you. And Waylon?

>> Yeah, the benefits, I've had more time to incorporate my family into my education. This term I'm taking an art class and I'm able to work with my children and do art with them. I'm also including my wife and incorporating my wife into my speech class. She's helping me write my -- she's helping me find the information I need for my speeches.

We are taking the time as a family to get together and go over our stuff, um, we are becoming more structured as a family, throughout the pandemic. And with how we are kind of doing school and home at the same time, we are able to find a lot of time to bond and lot of time to really connect with each other, rather than not do that. All the time. Because going

away and then coming back home and then, um, it really helped us come together.

>> Okay. Thank you, Waylon. Back to the faculty perspective?

>> One of the biggest positive is the engagement with other departments across campus. Typically, I'm in the nursing department and stay in the hole. But it's really helped me reach out to especially eLearning has been so pivotal for us switching everything to remote.

They have helped us learn to use our learning management, how to provide feedback better. We went from paper and pencil test to BlackBoard exams during this. So that was a huge learning curve and they were very helpful with ideas on how to proctor those exams.

And, they also provided training all summer, on different things we could do through remote learning.

We were able to have a lot of engagement with other faculty members and see things that worked in their classes or things that didn't work. It created a sense of community.

I think COCC has that anyway, but it's just brought us closer. Because we are all in this together and all learning together. So that's been really great. And one thing I wanted to share, today when I was leaving our department, someone wrote, names and positive things happened to you because of COVID and someone said, being able to re-watch all the lectures and content.

Because we have to have everything available online, so that gives them the opportunity to go back and relearn, whereas in in-person, they hear it and it's done. I thought that was fitting for our topic and exciting for me to see.

>> Thanks Kristin. And you get to close, Jackie.

>> Okay, for benefits, there's two things that come up, the first has to do with the invaluable skill that is students are learning that are going to be helpful for their job place, in the future. We are in the digital world and this isn't going to go away. Students are actively participating and getting to practice those skills, in our classes.

And so for example, in my calculus classes, my students are working on math together, they go into a break room, they are having to work as a team. Having to communicate effectively, mathematically, virtually, they are learning how to share their screen, how to use a virtual white board where they are all writing together.

So working virtually together, you know, that's a great skill. And it's not been easy. Some of them at the begin, they were like, how is this going to work? I'm not sure about this?

They were nervous, my calculus, students. And it's the first year, so oh, this is going to be scary. But they are doing great. They have come together and the work they are doing is excellent, and I'm really proud of them.

And the other thing that's surprising that I think would be a benefit, is office hours. Because in the past I've always had these physical office hours, I sit in my office and tell students, please come talk to me, I'm here for you.

And do they come? Every once in a while. But it takes that physical right, they have to drive up to Grand View and come and see me.

But now I'm doing virtual office hours and it's amazing how many students are using them.

I have them all over the time, and they come in, for just 5 minutes and they're like, hey Jacqui, I have a question.

Sometimes I feel they want to just come and talk about math, which is great. I'm happy. I think that students are really enjoying that and they feel comfortable. And it's allowing me to have those individual connections with students.

And I can see that going forward, that even when we go back to in person, I'm still going to have virtual office hours so they can come and pop by my office and come and talk about math. So that's been great.

>> So thank you to all 4 of you. I really appreciate this. But don't go away yet. Because I want to give the folks on the board an opportunity to ask questions.

>> I have so much to say. I got to tell you, this is one of the best presentations that I've seen in a long time, on this board. I feel like so often when students or faculty are brought in, they feel like there's pressure to really, um, put everything in the best light and I so appreciate the fact that you specifically asked them to share what isn't working for them. Or what is really challenging.

It felt very real to me and authentic and I really appreciate it.

I also got to say, um, before our meeting started tonight, I gave Peter a hard time for wearing a tie. Now that I see Waylon, I'm definitely dressing up for my next board meeting. That's outstanding.

>> I just learned how to tie a tie, just before the meeting.

>> It looks great.

>> Thank you.

>> I don't know that I could tie my tie that well.

>> There's great resources on YouTube.

>> Kristin, the next time you speak to the board, I hope you'll bring a poster. I'm kind of disappointed that I don't get one of your posters tonight. For those that don't know, she was one of my nursing instructors and that's one of the things we loved her poster making skills.

>> It's sad that we are not in person, to enjoy that. So I've had to have students come to the office. But next time I'll be more prepared.

>> Good. I'm going to hold you to that.

Gabriela, I can relate to the experience you were sharing about your class that you dropped, because it wasn't so engaging. I'm taking a critical care meta class now, because it sounded interesting.

Even though I love the instructor, the Zoom, webinar, lecture, format of someone speaking for 3 hours is hard. It's refreshing to hear that you've had different experience with some other professors and I'm so glad to hear you call out Amy Howl who is one of my favorite people on the campus.

Now I'm going to have to reach out and get to know the Shawn guy and see if he can give me excel lessons because I'm finding the need for that now.

Jacquie I can relate to the struggles of technology.

In March, we had to stand up quickly, virtual visits for providers, and their medical assistants and nurses to be able to see patients remotely, and the technology continues to be a challenge. It's getting easier by the day, but at first it was 10, 15 minutes of just trying to help this poor person figure out how to get Zoom turned on.

Or how to get MyChart to work and I'm not an IT guy.

That was not a module in school. It was just so frustrating. So, yeah, I love this present take. Thank you, Betsy, and thank all of you for coming tonight and sharing with us.

>> I have a question for Gabriela. So your like first experience, right, that you described was not ideal in anyway. But then you described that connection you had with two other instructors. And how did that connection come about in the virtual world? Did you meet them in person before? Was it through like the virtual office hours that Jacquie had? Just a little bit more about how that connection came about.

>> Yeah, um, with the math class, that's just who he is. He is engaging from the first class. Um, very forgiving.

The class originally -- from what I could see, on the schedule that it was only on Fridays. And then I got an e-mail saying something like, it's actually Monday, Wednesday, Friday, from 8 to 10 but they're drop ins. So now it's Wednesday and I'm like, now I'm behind. Or Friday. I can't remember. I was behind.

And he was like, don't worry about it. We knew like, just from the start from the first class, and since it's a drop in, then we drop in whenever we need to -- whenever we have questions about the material. And, within the material, he has videos where he explains like, this is where I think the student is going to get stuck, so here is a video to walk you through it.

So sometimes it almost, like, I like logging into the classes because I like asking clarifying questions.

But he puts everything in the material to where it's left learning, just the way that he is during the class, it's very engaging and outgoing, so it makes you feel comfortable in the class. And just conversations and -- I don't know how to explain it. I don't know if that's just who he is and he makes that environment. With Amy, I'm not taking a class with her this term.

I've taken a few of her classes the past terms. But, she is um, she knew that when I started getting emotional when I was talking about her because she knew my dad was going to have surgery a few weeks ago. My dad has cancer, and the day before my dad has surgery, I got a letter in the mail from Amy letting me know she was thinking about me and my family.

I know she does that outside of, maybe from the friendship that we have created. And the work that we get to do together outside of COCC. But it's that thoughtfulness that makes me human. We are at this point in time where there's such a variety of students in our campus, that we are not just students, we're not just 18-year-olds. We are more than that. The fact that there's teachers that acknowledge that and say, I see you for more than a student. I think the times we are living in, it's more needed than before.

>> That's great. That's wonderful to hear. Thank you.

Um, Jacquie, I was a question for you. Because you were talking about virtually. Is there any sort of coaching for students when they are starting to work virtually? Do they just figure it out? Do you have tips or tricks?

>> Well, I've been trying lots of things. I don't know if I'm the expert. But definitely coaching. So showing them the tools, different options, but also, leading by example. Like you know, okay, if I wanted to first show Joe what I'm working on, here is how I'm going to do it. And communicating. Really, I think a lot for them is learning how to communicate. And in a math course, they have to learn a whole new language. They have to learn mathematical language and that's hard for

them. And so giving them tools and helping them learn to be more precise and talk about using the correct vocabulary.

So some of it is just communication skills, which they do in person. But I think on Zoom, it requires even more. They can't see each other's paper. They are forced into developing their communication skills.

Which you know, I think actually will serve them quite well. I don't know that I have any great strategies, but I think just coaching them and being encouraging. I think Gabriela, encouraging the students early on. And making those connection. Saying, hey, this is tough. My 10-year-old is in the next room making noise and I'm trying to teach. It's crazy. But I'm trying to coach them, how are we going to do it? Let's do this together. I think it's gone a long way. There's technical skills. It's also just that connection and that encouragement part has been a big thing.

>> Does anybody else have any questions for the panel? Or comments?

>> This is Alan, I would like to ask Betsy a question. So best, you see all these challenges, how are we adjusting to solve them?

>> Well, our assistance is evolving with the process. So last spring when we were having to change like this, we provided extra training and resources for the faculty of, what do you need right here, in this moment, to survive for spring. And then over the summer, our eLearning, our amazing eLearning staff created a whole summer institute. With the series of modules that our faculty could take.

And the college invested in that, because the faculty were off for the summer so we did pay them a small stipend, to take some of their summer vacation, and work on these teaching techniques. Um, but we are also working on the students, and I want to point out that some of Alicia's folks in student services are working on an orientation for students, for remote classes.

Because we knew that, we had trouble last spring, but we naively thought that folks would learn this and it wasn't going to be such a problem this fall. As you've heard, that is not the case.

And so now we are looking at some ways to help provide orientation for them. And our eLearning folks are working on creating modules, they created this amazing resources page, for faculty, and a resources web page for students.

And they are getting ready to put up more videos and, tutorials there, that people with link to, I actually just spoke with Lori yesterday about the possibility of offering a one credit elective course for students, in some of this, how to succeed in a remote class.

We are giving faculty some release time and extra support for developing online and remote course material.

We have doing everything we can think of and if everybody has other ideas. I want to say the whole college is coming in. I want to give shout outs to the IT folks who have helped set up a streaming classroom. Because some of our faculty are finding they really need a big white board for their equations and stuff. So we now have a classroom in the library where they can really work on a white board.

But with good sound, a good audio, a good virtual for doing that.

So there are lots of different approaches, um, and a lot of support.

I really do feel like the difference between this fall and last spring is huge.

Last spring it was just so fast that we were just really trying, um, to do okay. I really feel like last spring our goal was to do okay. Which

is not usually what we strive for here at COCC. But by this fall, I feel like we have moved well beyond that. Let's just get through this. And um, our faculty have many of them really invested heavily. Um, like I said, spending their summer vacation, working on learning how to do this, and to do more.

And we are trying to support them in anyway that we can.

>> I would add in response to some things, Jackie observed that, our IT department has done a great job. Um, helping our faculty get ready for this environment, helping us just as a college.

Um, and one of the things I know that Laura has identified as something to work on for the future, is some more robust student technology help. Um, so that there is um, there's more available so that the faculty can focus on the expertise and less on the technology. So, we have identified that as a need for the future as well, Laura has.

>> And I want to kick in another thing, because I want to go to the faculty perspective, because that's where I live. Some of the folks in Alicia's area are working hard outside the classroom, to find ways to get students engaged and have still clubs active and some other activities and things, so that the students can still -- can make connections with other students. Our tutoring center is doing amazing work here in this virtual world.

And, I think one really important thing that the college has done for students, like you say, Waylon there in the computer lab. Some of our students don't have access to technology at their home.

And so being willing to have these computer labs open, and our facilities open on each campus, so that those students who can't do this from home, have a place to go, is also a very important step.

>> Any other questions or comments? I know Alan is excited that people are using the computer labs. They are awesome spaces, so it's great that they are open and you know, Waylon and other students are able to use them.

>> First step to opening up our buildings and that gives us a chance to do some help in person and use the technology we have.

>> Any other questions or comments? In.

>> Thank you so much for putting this together. Thank you for spending a Thursday evening with us. I know you were on for a while.

So it was, yeah, it's um, we always do try to hear from faculty and students and sometimes we don't get the opportunity. Thank you for taking the time to be here. And then as we are making decisions, you know, to have those pieces of information. So, yeah, thank you so much for what you do, and good luck with your classes, and yeah, thank you. That's weird in this virtual environment, right? Because I can see your faces.

>> Yeah, it's awkward when you can't see or hear anyone.

>> That's why I was so curious about how do you make those connections, because I think I could get better at it, in my Webex meetings at work. Or this meeting.

>> The faculty member feels, can you imagine if they had to have everybody to turn off their video to get everybody to get it to work. It's a new skill set.

>> Yeah, we are practicing flexibility and adaptability. Okay, thank you so much.

All right. We will move on to the next item, economic impact study. So Matt and Jenn.

>> Sure. We are back.

>> I'm going to let Matt --

>> Can everybody hear?

>> Not very well.

>> As I go through the first slide, you can figure out how to up your volume.

Thank you everyone. Um, you know, I really miss having the student interaction and drawing the inspiration from listening to their stories. One of the things that is taking place is that, there are students coming to our campus and we wish there were more, and it is amazing how we are able to adjust and provide them, um, an opportunity, not the same opportunities.

But an opportunity. Congratulations to the students and faculty that are making it happen for them. Recently the college received an economic impact study, provided by EMSI, economic modelling specialists international. And EMSI which is a -- an analytics company, they have about over 2 hundred employees and they have client base in U.S., UK, Canada, Australia.

And they provide other information and helps colleges and universities better understand regional economies and workforce activity. They use their own proprietary software and modal the impact for the colleges. They look at several courses, financial and academic reports, etc., etc. And they look at the impact on the colleges day-to-day operations. The impact of the colleges day-to-day operations. Impact of students spending. And the impact of alumni that are still residing in the district. So in our district. They also then measure the benefits to the students and taxpayers and society in general.

We have had these studies in the past, 2012, 2017. Now we have the one that we just recently received.

They are commissioned by the COCC.

As a member of OCCA, we and the state provide membership funds to OCCA and all the community college presidents and Alan I think you're on the OCCA board and make the determination on where to put the resources. So, this helps as a college, to communicate to our constituents, the impacts we have as an institution, over time, on the community. And you can see the community partners and constituents and I'll let Jenn share the great work that EMSI has done.

>> Did I fix my microphone?

>> Perfect.

>> All right. Thank you Matt. For the purposes of this study, it's worth noting that EMSI defines our region as the entire counts. We know we serve a district that is bigger than that. And in the executive summary, the major take away of the report, is that we do create a significant positive net impact on our regional economy and the college - - students, taxpayers and society at large.

One of my favorite kind of bite-size facts from this impact analysis, is that an estimated 92% of students stay? District after they graduate. That's an exciting number.

So those 92% of the students, after graduating, their net impact of the students currently employed in our regional workforce amounts to \$220 million in added annual income.

The total activities of COCC and students supports 1 out of every 35 jobs in our district. That's over 4 thousand jobs annually.

Another important take away fact for me was our annual added net income, equalling nearly \$300 million annually.

This amounts to 2.5% of our regional's -- of our region's total gross regional product. If you want of point of comparison, the college's impact alone is larger net than the entire net impact of the transportation industry in our region.

Another important number that a lot of was use in a variety of ways is this earnings analysis, so the average associate degree graduate from COCC sees an increase in earnings of \$8,000 each year compared the a high school diploma.

Looking at the student investment in the college. A student will receive 3.70 cents for every dollar they invest.

So students annual average rate of return is 18.5% and EMSI was quick to note that the stock market is just over at per cents. So doubling your investment.

Looking at the taxpayers return, for every dollar of public money invested in the college, taxpayers receive \$2. And this is an annual rate of return of 7 percent. Also benefit from \$12.4 million in public and private sector savings and present values social savings and this is related to the ways in which community College of Education has been shown to help reduce crime, lower welfare and unemployment and increase health and well being across the region.

So these numbers are great. But we need to share them with our community and our constituents at large.

So my team has been putting together a series of infographics. You saw a few of those.

We will be putting out a press release next week that shares and celebrates the impact of the college in the region.

We are going to be launching an infographics campaign, across social media, with an empty that ice on Facebook and linked in to tell the story. We are also going to be making these available on our website. You can see the latest data is there in terms of enrollment and making the report available, not only to the media but to our community and industry partners, board members. These will the facts that we wants you to be able to share, celebrate and use as you're telling the story of the college and it's impact here.

And then as you know, we have now an annual magazine COCC magazine and in the same way you might have seen an impact of giving report in the latest copy of legacies we are going to be using it as that lens to put together a series of stories for that magazine.

Are there any questions?

>> I have a question. This to me, it's like, obviously. But I have to assume that you're not spending money in resources, developing all of these materials, because everyone takes this for granted. So I'm curious, who are the people out there that are maybe not, um, don't find this as obvious as I do? Who is questioning the value of COCC. Why do we have a need for this?

>> I'm not sure anyone is questioning our value, but it is our job to tell the story of our impact and get it front and center to folks, especially trying to start an alumni relations. So, I get asked this question by donors and foundation board. But we take for granted that people do make that assumption.

But we have realized, we did a community perception study a few years ago, and in fact, folks don't always have the best sense of our economic

impact. They know we are an educator and do good things in community. But they don't assign this value to the extent. So we wanted to make sure we were doing the best we could and share that with all of our communities.

It's a good question, though.

>> We also want this information available should the college need to go to voters, for you know, bond, that kind of thing, and to make the information digestible, and relevant, to everyone in the region, right?

>> I think it's important to remember, um maybe none of us questions the value to an individual, or to a community, or society, of higher education. But there's a pretty strong streak of that that runs through, um, our country now. And is a topic of conversation. And debate. And so, um, yeah. I -- um I wish everybody simply accepted our value proposition. And that, um, but I think that's not the case, always.

>> It's great to hear you say that, because in 2010, when the first report was commissioned, that wasn't the understanding. And the legislature didn't -- they had good feelings for community colleges, but they didn't know the data, they didn't know the facts. And it's done, um, in communicating at the broader state level.

The investment for community colleges.

Now when a legislator stands up and says, I support community colleges, they can say, because of.

It's a higher return on investment than just about every other entity within the state. So we are giving back on the investment.

Secondly we have used the data in on grants and it's very helpful to be able to point to specific detailed information about how an investment in the college is an investment in community.

>> I'll also add that some of the other community colleges are using this as a marketing tool.

When this report came out, Mt. Hood Community College deployed these a as way to incentivize to students and had a perspective student targeting focus on this data. I think there's merit in using it that way as well.

>> I have a quick question. And I apologize if this was covered and I was distracted. Totally, like Oliver said, this seems obvious to me of the benefits and return on investment. I'm curious whether there was any comparison among the different Oregon Community Colleges and more urban settings, are there ways we can measure how we compare to our peers, as far as positively impacting the economy?

>> There is some comparative study that has been done. All of the Presidents had a presentation on the findings, collectively. And I elected not to share specifics, as part of this presentation. But could certainly, as a follow up, provide some general information, comparatively, given size, and um location and the like. So didn't -- I didn't want to disaggregate an individual school. But I would be happy to look at trends and report on those.

>> This is Alan, I wanted to take off on Matt's comment. He and I was sitting in the capital in Senator Benson's office and the first question was, what is your return on investment. I didn't have that answer.

>> Next time we will be sitting in his office where? In Washington, D.C.?

>> I hope so.

>> This type of data goes a long way. It's almost the trust to verify. We believe you're a good investment, but when you can back it up with good numbers, it very much helps.

Does anybody have any other questions or comments?

I got stuck on the one in 35 jobs. That's amazing to think about what Central Oregon would be like if COCC wasn't here.

That's a huge impact.

>> That's a good point. That's how the whole report is framed. That's the imagination game.

>> In 2016 we had approximately 100 registered voters in I think, Deshutte or the region. Now we are up to 150. A lot of those are new people.

And they don't know about the college. And this is a great way to say, welcome to our community, did you know we have this resource?

>> Maybe if you move from outside, maybe a city, maybe you realize the impact of community college but not this community college on this community. Yeah. It's just, it's I always love seeing these reports. So, I'm glad we have them.

Any other questions or comments?

Okay, thank you. And now the added agenda item and new business. I will have Oliver as the chair of the policy committee, talk to us about the charter that he drafted. So first charter ever for this committee. And then language changed in um, BPR5, appointment of acting president. Once he goes through those, then we will ask for a motion to approve the language.

So Oliver, do you want to talk about the charter and the language change?

>> Sure. So um, Erika and Laura and I met for the first time for this committee, gosh, how many years ago? Every day seems like, in a long time. I don't remember how long ago it was but since our last board meeting. Our first order of business was approving a committee charge and I just ripped off the president's charge from the student success committee. And changed the language for this particular committee. Um, I hope everyone had the chance to read it over and if you have any comments, or questions, um, if there's anything that you feel like we need to change. We did decide that because this is, um, related to board, um, policy that we wanted to keep the voting members and the regular members to just the 3 board members.

And we would pull in staff or, um, other folks, as we felt the need to do so.

And then we, um, the first policy that we took a look at, that we felt, might be in need of revision, was one concerning the board president relationship, BPR5.

Can with Dr. Pachesli taking a vacation and with the pandemic, maybe it's time to reconsider whether she should have only two people to choose from, to act and we are suggesting that we slightly change the language of that policy.

So that any one who has the title of vice president or chief officer, whether that's chief information officer, or chief financial officer, or chief advancement officer, would be eligible for her to appoint to act as president, while she's, um, unavailable.

So, if anyone has any questions? Otherwise we will look for a motion to, I think, first approve the charge of this committee. And secondly, to approve the change in policy.

>> Are you ready for a motion.

>> Talking on mute. I'm not sure that we need to approve the actual charter, unless somebody -- but definitely the language change.

>> I think we need to approve both.

>> Okay. Let's do it then. Thank you. Um, okay, so does anybody want to um, move to approve the charter?

>> This is Alan I move that we approve the board policy committee charge. As presented.

>> Thank you, Alan. There a second?

>> This is Joe, I second that.

>> Okay. Thank you. Are there any questions?

>> All right. So all of those in favor, say I.

>> Okay, any opposed?

>> Okay, so motion passes unanimously. Now I'm looking for a motion to approve the language change in BPR5 appointment of acting president.

>> I'll move.

>> Thank you, there a second?

>> I'll second it.

>> I was going to pull on Oliver. If no one was going to do it. Any questions?

All right. All those in favor, I?

>> Okay. Any opposed?

Okay. Passes unanimously. Thank you all for the work on this. And thank you to Laura for being on the committee, with us. Okay, so now we move on to the next item, um, so board of directors' operations. So, I will call on Alan first.

>> I had a college affairs meeting on October 2nd. The agenda item was updating the nondiscrimination harassment assault, violence, it's more than that, but that's what the policy was directed towards, and first reading.

I also had an Oregon Community College Association board meeting. At first we talked about Ron Fox who was our president. He died -- unexpectedly. Ron was a great guy. He actually was involved in economic development across the state before he was with community colleges and he was instrumental in making EDCO be what it is today. He kind of set it up to be successful. Now we have um, Stephan Crow as the president. He is from Treasure Valley Community College. We looked at the board strategic goals, priorities and talked about diversity and equity statement. We reviewed a lot of the things. Also had a Howard award selection committee call and worked through the applicants and made our choices.

Had an OSU cascade advisory committee meeting. Owen, Amy and John have termed off. I can't tell you who are the new ones there. But, um, cascades has increased attendance by 3 hundred students. They are moving forward and growing. They are challenged to look for funding for their student success, their student union building. Um, I also want to thank Betsy for information on COCC that I could take to the Oregon Community College Association meeting because they ask you for updates.

Also at the OSU Cascade Meeting on of their teachers their Assistant Professor in computer science, Patrick Donely gave a presentation on remote teaching. He did great.

He starts off his classes with costumes, he makes it fun. You know, he has a combination of lecturing plus Zoom classes. He pays a lot of attention to his students. And um, it's like, 1 hour of lecture and 1 hour of Zoom. And he does different things like he gives the students a holiday. You know, if there is just something that is not working for them, they can kind of pass on assignment and get it if later.

So I was really impressed with the way he approached remote learning. And how he made it, exciting for his students.

Then I've had meetings with Erika Friday mornings. That's it.

All right. Thank you. Bruce, you're the next face in line for me.

>> I'm going to be start contrast with Alan. This has been a light month for me. The primary activity has been my second one-on-one meeting with Dr. Chesly that took place earlier today.

>> Thank you, Bruce. Oliver.

>> All right. So we had our board policy committee meeting. My one-to-one Zoom conversation with president. And then last Friday attended the Lapine chamber of commerce, where Fred from SPDC who is very involved in the Pine he gave his first presentation, every chamber breakfast, he will be giving a short little, um, small business development center presentation, and it was very enlightening.

So, I appreciate his efforts on behalf of the college down there.

And it was also a good opportunity for me, to wear my new, um, COCC mask. I very much appreciated receiving it the other day. Thank you.

>> I know, those masks are so fancy. I have a St. Charles one, and it's not that nice, which is funny, because --

>> It really is an excellent mask. I've gotten them from the city, from the school district, but the COCC is my mask. That's a good one.

>> Um-hum. Thank you. So Jim is next in line.

>> Nothing to report this time.

>> All right. Thank you, Jim.

And then, Joe.

>> Mine is real short. I had one-on-one conversation with doctor this morning and I appreciate that, as well as the mask is a premium mask. That one and the Smokey Bear one.

Ron Fox, they had a funeral or memorial. I met him here, my dad and mom purchased the home and they lived in it. It was quite the home, in his times. And he was quite the guy. He was an outstanding person. Thanks Erika.

>> All right. Thank you, Joe. And Laura.

>> Okay. On September 18th, I had a socially distanced meeting with Lori. I attended the COCC foundation retreat on the 24th of September and also got to attend my first president scholarship luncheon because it wasn't a luncheon, it was a video. But it was really cool and I recommend those of you who didn't have a chance to see it, to see it. Lori and I had a one-on-one call on the 19th of October. And that's all for me. And I just have to say, we were talking about the pros and cons of COVID. One of the things that's awesome for me is being able to have the dog give you hugs during the board meeting.

>> I know. It's like, I wonder about if, there's um, if there's ever going to be a veneer of professionalism, because we are in everybody's houses. It's wonderful to have your kids run up or your dog or cat. It makes it more tolerable. I um, okay, so I have the calls with Lori and Alan, September 11, '18, 25 and October 2nd. I had the student success meeting on the 22 of um, September. Did we have that?

I have it on my calendar. And then the policy committee meeting on the 7th and the scholarship luncheon, I logged into that and that was fantastic. Great job, Zak and team.

>> Thank you. Appreciate that.

>> Okay. So, um, let's move on now to the President's Report. So, um, Alicia -- oh, I'm at a total blank.

>> Andrew Davis.

>> I think some of you know, I'm 6 months pregnant and names just go. So I'm so sorry. Andrew. Oh gosh. Okay. Anyways. So Andrew Davis and Alicia Moore are going to talk about student engagement. Thank you. I'm so sorry, Andrew. I don't know why.

>> Erika, it's just COVID brain.

>> I would like to say that this presentation was Erika's idea. She started asking me, what are the clubs doing? And I said, I don't know, let's hear about it.

So Alicia, Andrew, please.

Take it away.

>> Thanks. How are we engaging students in the classroom? This talks about several ways we are engaging outside of the classroom. Lori asked to focus on Andrews portfolio but I want to acknowledge that we have staff across the college who are doing excellent work and other things to help ensure that students still have those connections to the campus. For tonight, we focus on the office of student life. Some of you met Andrew, he's been at the college for 4 years and previously with OSU cascades and COCC alumni. So it's fun to have him bring his experience to some of the things he does for us. So he will do the bulk of the presentation. Andrew, feel free to share your screen and take it away.

>> Awesome. Thank you for having me tonight. I'm excited to spend a few minutes talking about some of the ways that we are engaging students outside of the classroom. And, as I'm going through this, if you have questions, interrupt me. That's not going to throw me off. That's fine and we do have time for questions at the end. Talking about the ways that we are keeping students connected to each other, in a time which they are supposed to be physically apart.

When you do the work that student life does, it can be interesting when we spend most to have time saying, come to these big events, come to these places, get to know people, to try to engage them. And it's not office been easy. If I click the whole present button, that would help. Sorry about that. I could see it. I don't know what the issue was. But, we have, I think done creative things and I'm proud of some of the work that my team has done, just thinking differently about what it means to get students together.

So let's talk about a hand full of those things.

One of the first things is student government ASCOCC, I'm pleased with the work that our student government has done to transition together a remote environment. Student government is doing a lot of similar things, meeting via Zoom, reaching out the student digitally, electronically.

One thing they have done that is noteworthy and you would be passionate about as well, we talked last year about our food bank and the service that provides to students. One thing that ASCOCC has done is transition the food bank to a socially distant food bank where they can still distribute food and meets the criteria that we want to follow. So students are able to reach out and copy, um the student government advisor, Gorgon.

And get a food bag, wear a mask, but still meet that need.

And that's something that I think is really awesome, because we know, um, how physiological needs have not gone away for students. In some cases they have increased. That's one way we have been able to maintain that engagement.

>> That has been happening on all 4 of our campuses.

>> Yes, thank you for that, yes, that's happening everywhere.

>> So it's really hard to engage in a lot of our sporting activity or have our gym available with all the restrictions in place now. So Andrews team did a great job of being creative of who we could partner. So we put parameters in place but give them opportunities to engage in physical activities.

So we put criteria in place, it needs to be a single event rather than on going. It needs to be held in off campus, because we can't manage groups to the stands address. It's an agency or organization that is open to the general public and they maintain their own health and safety protocols with in line with the colleges and professional associations dictate and they help us with staffing and ensuring the measures are maintained.

Andrew is going to share examples of where we have been able to partner.

>> Yeah, just a hands full of examples. You see an example of a social media promotion that we did here. Our student activities coordinator and sports assistant director partners during the first week of class to allow our students to go down and participate in some classes, and some time swimming in the pool, in a partnership with Juniper fitness, in a welcome week activity.

In addition to that, the sports department has also figured out a number of other partnerships with places such as To a Movement Art which is a physical facility. Bend hoops. Rivers edge golf course. Where students can come and still meet each other face-to-face and I think the thing that is most exciting to me about this, is the numbers have not been huge.

But the impact to the students that participate has been significant. 1 story that was relayed back to me was a students that moved for classes and new 0 students, maybe no other people and went to one of these events and there was only a hand full of students, like five, but he did it just so he could meet someone in person and was excited to know other students and be able to see them face-to-face, outside of the digital world.

A couple of other things, participation in the 2020Rec movement. This is a nationwide movement to get college and university students moving, even in a time when movement might not be something they are thinking about. About 75 colleges and universities participating, and we are currently ranked 4th in the nation. So go Bob cats.

Also for those of you that might not be as familiar with that, that's electronic gaming. It's new and upcoming in the supporting world. And 8 students came to an informational meeting and I think we might have momentum there which is exciting.

The broad side has been a good spot. I think it's cool, actually, that the broad side was operating in a digital world, before it was required of all of us to operate in digital world. So they have continued to be successful in its trial period of coming back.

We have 7 on board. We just hired a new engagement, to increase social media presence. About 25 stories or photo galleries had been published to the website in the first 4 weeks, which is exciting. Reader ship was difficult to gauge. But that's something they work on.

They are building an audience and training more students to do that work, which is really cool.

And quickly, I want to talk about what we have been doing with housing students. I don't want to scare anybody, we don't have housing students but we have had students that said, if we were to reopen they were

interested in coming back. So they have just been reaching out to students by phone and checking in with them about every 10 days to two weeks, to offer help to answer questions, to see what students might be struggling with.

And how she could get them connected to the correct department or person. I think that's been valuable. Students, with what she has related to me, they have been excited or happy to hear from someone. Have questions about, if we reopen, maybe having questions about their bills or how to get connected to academic advising. I'm glad we are able to provide that service even though they are not here with us now.

And then we have about 7 student clubs that are active. I'm encouraged by that to see that. Some of our clubs you'll notice, have strong advising, um, like our Latinx and First Nations and they have dedicated staff that I think can help them continue to rally students so that they can have club meetings via Zoom, hold activities in remote ways. Some of our other clubs are doing innovative things. The gaming club, stands out to me as a good example.

They are using a product called Discord and I hesitated to talk about that, but it's a platform to let gamers come together to play games in a remote world. I was on their Facebook page and seeing them talk about their club meeting from last week. You know, they met for like 4 hours on Friday and I don't know how many students came and participated in that.

But it was exciting for me to see they are putting in the effort and still coming together in some form to meet, which is pretty exciting. And then I think it's important to talk about the ways in which we communicate. If we were in person we would be out rallying students, meeting them in places where they are naturally congregating. But we have to do something different.

So we work with the marketing to do better with social media presence.

You saw answer example of that with the fitness ad. Trying to be thoughtful of getting word out through social media channels.

BlackBoard is not something we tried in the past because it's an academic tool. But we were able to work with eLearning and another shout out to eLearning. They helped us create a course that all students are enrolled in, where they don't sign up for it or receive credit for it.

But when they log into the BlackBoard account, they can see announcements we post, so we can post, here is what is coming in the next week or days. And students can see that and respond to the correct person.

We have our student e newsletter and this is a tool that we use anyway.

But it's become more important, making sure that we are getting information to students so that it's going to their e-mail. And we have been doing work in some of our departments with direct messaging. This applies to our sports department.

They have reached out to students that have participated in certain sports, talking to them about the things they are doing, the partnerships and offering to help sign them up. So being really, um, just intentional about reaching out to students and giving them an opportunity to know about what is going on.

And with that, I'll open it up, if any of you have questions or comments about any of this work.

>> I will confess that I used to be skeptical of the value of sports and um, other club programs at a community college, I thought, who goes to community college for the sports? But, during the pandemic, um, watching

a lot of Netflix, watched that documentary, Cheer about the cheer leading squad at a community college. I think it was in Texas somewhere, really showed the value of some of these club and sports organizations, in building a sense of community and getting people to A, go to college, and stay there once they are there.

So it really reframed it for me, and so, seeing this presentation, I'm very pleased by all of the efforts that you're making in trying to keep these clubs and sports groups really active.

>> Thanks. It's impressive to realize how much students need that connection and not intentionally, but they may have taken it for granted when it was there. Now that it has been pulled back, you have to be more thoughtful. I have a ton of respects for the students engaging in them too.

>> That's great that you're using BlackBoard. I remember when I was in my anatomy physiology class, the only reason I knew some things or they popped up for voting for the um, the um --

>> Student government.

>> Student government. There we go. Obviously, I'm not doing a good job at recalling acronyms or first names. Um, yeah, because it popped up on BlackBoard. So that's great that you're using that as a method for contacting people. When it pops up for them, are they able to click into it? Or just give instructions on where to go? How does that?

>> There's a combination. Sometimes it's hyperlinks, or fliers or go here to register for X, Y, Z club or activity.

>> Um-hum.

>> Yeah, that's great. Yeah, to add that person, yeah, allowing people to connect because even though we can do it virtually, we are all, we are meant to be social creatures. You have to find your person, most people, I guess. Does anybody have um, any other questions or comments.

Okay. Well thank you for keeping students engaged and making sure that there are opportunities for them to participate in these, Alicia and Andrew.

>> Thanks.

>> Okay. Thank you. So moving to the next agenda items. Dates. Our next Board of Director's Meeting, Monday November 16th. And I also wanted to note that we do have the retreat scheduled for Friday November 20th.

Um, okay. So we are now at the end of the meeting. Does anybody have anything else that they would like to bring up before we adjourn? Alan yes.

>> I don't know the dates but the Oregon Community College Association fall meeting, whatever it is, it's the first part of November and I would like to tell you exactly when they are. But I had my electronic packet but I can't pull it up and look at it. So I'll have to put those out there to everybody later. But it's like November 6th.

>> Alan we can share those dates more broadly with um, with all the board members as well. And information if they want to engage or sign off.

>> Resuming it.

>> Yeah, it's remote. Um-hum.

>> Okay. Anything else?

Okay. We did another meeting over Zoom. Congratulations. Okay. So, I am going to, um, adjourn the COCC Board of Director's Meeting on, for Thursday October 22nd. So, we will see you all on November 16th. Thank you.

>> Thank you. Take care.
>> Bye.
(END OF FILE)