



CENTRAL OREGON  
community college

CENTRAL OREGON  
COMMUNITY COLLEGE  
Board of Directors' Meeting – AGENDA  
Wednesday, June 13, 2018 – 5:45 PM  
Crook County Open Campus, Prineville, OR

TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:45 pm	I. <b>Call to Order</b>			Krenowicz
5:50 pm	II. <b>Introduction of Guests</b>			Krenowicz
5:55 pm	III. <b>Formal Opening of Public Hearing &amp; Testimony for 2018-19 Budget</b> A. Budget Hearing Input			
6:10 pm	IV. <b>Adjournment</b> of Public Hearing & Testimony for 2018-19 Budget			
6:11 pm	V. <b>Reconvene Regular Public Board of Directors' Meeting</b>			
	VI. Hearing for 2018-19 Budget			
	A. Adoption of the 2018-19 Budget Budget Resolution I	6.a	X	Dona☐
	B. Appropriation Resolution Budget Resolution II	6.b	X	Dona☐
	C. Levy Property Taxes Budget Resolution III	6.c	X	Dona☐
6:20 pm	VII. <b>Agenda Changes</b>			
6:20 pm	VIII. <b>Election of Officers</b>			Krenowicz
	A. Chair - 2018-19			
	B. Vice Chair - 2018-19			
6:25 pm	IX. <b>Public Comments</b>			
	A. COCC Crook County Open Campus/Prineville – Update			Kristensen☐
6:40 pm	X. <b>Consent Agenda***</b>			
	A. Minutes			
	1. Budget – May 9, 2018	10.a1	X	Smith
	2. Regular – May 9, 2018	10.a2	X	
	B. Personnel			
	1. New Hire Report (May 2018)	10.b1	X	Fegley <sup>A</sup>
	C. Approval to Hire			
	1. Approval of Contracts (Houston, Shipman, Miller)	10.c1	X	Fegley <sup>A</sup>
	2. Approval of Contracts (Wershow)	10.c2	X	✓
	3. Approval of Contracts (Aistear)	10.c3	X	✓
	4. Approval of Contract (Buer)	10.c4	X	✓
	5. Approval of Contract (Higgins)	10.c5	X	✓
	6. Approval of Contract (Lambert)	10.c6	X	✓
	7. Approval of Contract (Mattox)	10.c7	X	✓
	D. Faculty Rehires	10.d	X	Julian <sup>A</sup>
	E. Administrative & Confidential Rehires	10.e	X	Fegley <sup>A</sup>
	F. 2018-19			



Date: June 13, 2018  
Exhibit: 6.a  
Approved: \_\_ Yes\_\_ No  
Motion: \_\_\_\_\_

**Central Oregon Community College  
Board of Directors: Resolution #1**

**Prepared by:** David Dona - Chief Financial Officer

<b>Subject:</b> Adopt the College Budget for 2018-19	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

The Budget Committee discussions for the 2018-19 budget focused on the State's appropriation for the community college support fund (CCSF), property taxes, declines in student enrollment, PERS rates, and health insurance costs. The approved budget was developed with conservative estimates in the primary revenue and expenditure categories and includes an \$800,000 general fund contingency the Board could authorize for use if actual revenue exceed budgeted revenue.

No changes were made to the budget approved by the Central Oregon Community College Budget Committee on May 9, 2018. The Board of Directors has the power to adjust the resources and expenditures as approved by the Budget Committee. However, the governing body's power to change the approved budget is limited. The Board can reduce or even eliminate expenditures in a fund, but expenditures cannot be increased in a fund by more than \$5,000 or 10 percent, whichever is greater. In addition, the Board cannot increase the property tax rate or amount approved by the Budget Committee. If the governing body wants to exceed either of these limits, it must publish a revised financial summary and budget hearing notice, and hold another budget hearing [ORS 294.435].

**B. Options/Analysis**

1. Adopt the budget at this time
2. Do not adopt the budget at this time.

**C. Timing**

The budget must be adopted before July 1, 2018 for the College to continue its operations.

**D. Budget Impact**

NA

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby adopt the Budget for fiscal year 2018-19 in the aggregate amount of \$97,404,673 (total of all funds) approved by the Budget Committee on May 9, 2018.

Date: June 13, 2018Exhibit: 6.bApproved:    Yes    No

Motion: \_\_\_\_\_

**Central Oregon Community College  
Board of Directors: Resolution #2**

**Prepared by:** David Dona – Chief Financial Officer

<b>Subject:</b> Make Appropriations for the 2018-19 Budget	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

Appropriations provide local government with legal spending authority throughout the fiscal year. Separate appropriations are required for each fund in which you have budgeted expenditures [ORS 294.456(3)]. The resolution making appropriations must identify the appropriations by object classifications, which correspond to the expenditures categories in the budget.

**GENERAL FUND**

Instruction and Instructional Support	\$ 25,932,757	
Student Services	5,042,005	
College Support Services	5,840,230	
Campus Services	4,848,845	
Information Technology Services	4,753,789	
Financial Aid	295,079	
Contingency	800,000	
<b>Total General Fund</b>	\$ 47,512,705	

**DEBT SERVICE FUND**

Principal	\$ 2,373,470	
Interest	3,269,711	
Materials and Services	600	
<b>Total Debt Service Fund</b>	\$ 5,643,781	

**CAPITAL PROJECTS FUND**

Personnel Services	\$	112,460	
Materials and Services		1,848,000	
Capital Outlay		2,776,000	
Transfers Out		429,569	
<b>Total Capital Projects Fund</b>			\$ 5,166,029

**ENTERPRISE FUND**

Personnel Services	\$	1,129,053	
Materials and Services		4,101,171	
Capital Outlay		75,000	
Transfers Out		1,931,919	
<b>Total Enterprise Fund</b>			\$ 7,237,143

**INTERNAL SERVICE FUND**

Personnel Services	\$	124,771	
Materials and Services		192,000	
Capital Outlay		6,000	
Transfers Out		30,000	
<b>Total Internal Service Fund</b>			\$ 352,771

**RESERVE FUND**

Materials and Services	\$	40,000	
Transfers Out		500,000	
<b>Total Reserve Fund</b>			\$ 540,000

**SPECIAL REVENUE FUND**

Federal Grant Programs	\$	1,398,474	
State Grant Programs		102,000	
Other Grant Programs		190,343	
Contracts		725,996	
New Programs		1,000,000	
<b>Total Special Revenue Fund</b>			\$ 3,416,813

**AUXILIARY FUND**

Self-Sustaining Activities	\$ 2,612,349	
Non-General Fund Instruction	5,573,135	
Revolving Activities	945,269	
Contractual & Administrative Provisions	<u>665,888</u>	
<b>Total Auxiliary Fund</b>		\$ 9,796,641

**FINANCIAL AID FUND**

Federal Programs	\$ 11,426,000	
State Programs	4,700,000	
Institutional Programs	1,580,000	
Other Programs	<u>29,190</u>	
<b>Total Financial Aid Fund</b>		\$ 17,735,190

**TRUST & AGENCY FUND**

Materials and Services	<u>\$ 3,600</u>	
<b>Total Trust &amp; Agency Fund</b>		\$ 3,600

<b>Total Budget Appropriation</b>		<u><u>\$ 97,404,673</u></u>
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**B. Options/Analysis**

1. Make Appropriations at this time
2. Do not Make Appropriations at this time.

**C. Timing**

Making Appropriations must be completed before July 1, 2018 for the College to continue its operations.

**D. Budget Impact**

NA

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby make appropriations in the amounts, expenditure categories and funds as detailed above in section A totaling \$97,404,673.

Date: June 13, 2018  
 Exhibit: 6.c  
 Approved: \_\_Yes\_\_ No  
 Motion: \_\_\_\_\_

**Central Oregon Community College  
 Board of Directors: Resolution #3**

**Prepared by:** David Dona - Chief Financial Officer

<b>Subject:</b> Impose and Categorize taxes for 2018-19 Budget	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

The governing body must declare through resolution the Measure 5 limitation category of each of its taxes [ORS 294.456]. This resolution is the basis for the certification of tax limitation category that is submitted to the assessor on the ED-50. The categorization of tax may be included in the resolution imposing the ad valorem tax.

	<u>Subject to the Education Limitation</u>	<u>Excluded from Education Limitation</u>
Permanent Rate	\$0.6204 / \$1,000	
General Obligation Bonds		\$3,248,463

**B. Options/Analysis**

1. Impose and categorize taxes at this time
2. Do not impose and categorize taxes at this time.

**C. Timing**

Taxes must be imposed and categorized before July 1, 2018 for the College to continue its operations.

**D. Budget Impact**

NA

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby impose and categorize the taxes provided in the 2018-19 adopted budget at the rate of \$0.6204 per \$1,000 of assessed value for operations and in the amount of \$3,248,463 for general obligation bonds debt service for the tax year 2018-19. These taxes are imposed and categorized upon the assessed value of all taxable property within the district.



Central Oregon Community College  
**BUDGET COMMITTEE MEETING**  
**MINUTES**

Wednesday, May 9, 2018 – 5:45 PM  
Christiansen Board Room-Boyle Education Center

Exhibit: 10.a1  
June 13, 2018

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**PRESENT:** Lester Friedman, Doug Ertner, Gayle McConnell, Richard Hurd, Cory Misley, Joe Krenowicz, John Mundy, Vikki Ricks, Laura Craska Cooper, Bruce Abernethy, Erica Skatvold, Alan Unger, Ron Bryant-Board Attorney, Dr. Shirley Metcalf-President, Julie Smith-Executive Assistant

**ABSENT:** Mark Copeland and Patricia Kearney

**CALL TO ORDER:** Budget Committee Chair Lester Friedman called the meeting to order of the 2018-19, Central Oregon Community College Budget Committee.

**INTRODUCTION OF GUESTS:**

Betsy Julian, Courtney Snead, Alice Smith, Denise Hatch, Amy Harper, Ron Paradis, David Dona, Alicia Moore, Jerry Schulz, Kathy Smith, Dan Cecchini, Julie Downing, Lisa Bloyer, Jerry Schulz, Eddie Johnson, Glenda Lantis, Joe Viola

**MINUTES APPROVAL:**

**Ms. Gayle McConnell moved to approve the Budget Meeting Minutes of April 11 2018.**  
**Ms. Laura Craska Cooper seconded. MCU. Approved.** M05/18:1

**2018-19 PROPOSED BUDGET Update** (Exhibit: 5)

Mr. David Dona-Chief Financial Officer provided a PowerPoint presentation and led a discussion on the current year's budget results and latest information affecting the key revenue and expenditure assumptions used in the development of the 2018-19 Proposed Budget.

- Current year budget update
- Enrollment Projections
- Changes to 2018-19 Proposed Budget
  - General Fund Changes
  - Auxiliary Fund Changes
  - Capital Projects Fund Changes
  - Enterprise Fund Changes
- Comparison of Proposed to Current Year Budget Expenditures
- Budget History Graphs
- Fiscal Safety Measures, Contingencies and Compliance.

**Resolution for Approval** (Exhibit: 6)

Mr. David Dona-Chief Financial Officer reviewed the resolution to approve the budget and the annual duties of the Budget Committee.

- a) Specify the amount of tax revenue or tax rate for all funds
- b) Establish a maximum for total expenditures for each fund



- c) Approve the total taxes for the local government as an amount and/or rate
- d) Approve the budget.

**Ms. Laura Craska Cooper moved to approve the 2018/19 Fiscal Year Budget, including the property tax rate and general obligation bonds property tax levy (Exhibit: 6).**  
**Ms. Erica Skatvold seconded. MCU. Approved M05/18:1**

**Be it resolved that the Budget Committee of Central Oregon Community College does hereby approve the Central Oregon Community College District Proposed Budget for Fiscal Year 2018-19 in the aggregate amount of \$97,404,673 (total of all funds) and that the permanent tax rate of \$0.6204 per thousand of assessed value be levied against all assessed property in support of the General Fund. It is further resolved that a tax of \$3,248,463 be approved for the Debt Service Fund for the purpose of satisfying the required debt service of voter approved general obligation bonds issued by the district.**

Chair Friedman thanked the Budget Committee for their service and participation in the 2018-19 budget process. He also commended the staff for a job well done in their efforts putting together the 2018-19 Budget.

Chair Friedman adjourned the Budget Committee Meeting.

**ADJOURN: 6:45 PM**

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Mr. Lester Friedman, Chair-Budget Committee

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



Central Oregon Community College  
Board of Directors' Meeting  
MINUTES  
Wednesday, May 9, 2018- 7 p.m.  
Christiansen Board Room  
Boyle Education Center

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PRESENT: Joe Krenowicz, John Mundy, Bruce Abernethy, Laura Craska Cooper, Vikki Ricks, Erica Skatvold, Alan Unger, Ron Bryant-Board Attorney, Dr. Shirley Metcalf-President, Julie Smith-Executive Assistant

INTRODUCTION OF GUESTS: Lester Friedman-Budget Committee member, Betsy Julian, Dan Cecchini, Danielle Fegley, Ron Paradis, Glenda Lantis, Jerry Schulz, Alicia Moore, David Dona, Kathy Smith, Julie Downing, Eddie Johnson-Faculty Forum Pres., Amy Harper-Faculty Forum Pres. Elect, Joe Viola, Lisa Bloyer, Steve Curley, Denise Hatch, Courtney Snead

PUBLIC COMMENT: None

CONSENT AGENDA:

Ms. Laura Craska Cooper moved to approve the Consent Agenda (Exhibits: 5.a1, 5.a2 & 5.b1).  
Mr. Bruce Abernethy seconded. MCU. Approved. M05/18:1

BE IT RESOLVED that the Board of Directors reviewed and approved the regular Meeting Minutes of April 11, 2018 and the special Conference Call Meeting Minutes of April 16, 2018 (Exhibits: 5.a1 & 5.a2);

BE IT RESOLVED that the Board of Directors reviewed and approved the April 2018 New Hire Report (Exhibit: 5.b1).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 6.a)

The Board of Directors was apprised of the March 2018 Financial Statements.

Community College District Boundary (Exhibit: 6.b)

The Board of Directors was apprised that the Higher Education Coordinating Commission (HECC) serves as the “Community College District Boundary Board” and is authorized by the State of Oregon to review and recommend changes to the boundaries of a community college district.

OLD BUSINESS:

Strategic Plan – First Reading (Exhibit: 7.a)

Dr. Betsy Julian-vice president for instruction and Brynn Pierce-director of institution effectiveness presented for “first reading” the 2018-2023 COCC Strategic Plan.

The “first reading” of the 2018-23 COCC Strategic Plan was approved by consensus of the Board of Directors.

**BOARD OF DIRECTORS' OPERATIONS:**

**Board Member Activities**

- Mr. Unger**      April 16 Special Conference Call - Board of Directors' Meeting  
COCC Booth at the Redmond Business Expo  
REDI Luncheon at Eagle Crest Resort  
City Club Regional Forum – re: Growth's Impact on our Communities  
OSU-Cascades event w/President Ed Ray  
Phone Call w/Amy Gibbs, director of the Redmond employment office  
Conversation w/COCC CPS Officer Craig at the Redmond Campus
- Mr. Mundy**      April 16 Special Conference Call – Board of Directors' Meeting  
Facilities Master Plan Meeting  
City Club Forum – re: Transportation  
City Club Regional Forum – re: Growth's Impact on our Communities  
College Affairs Committee Meeting
- Mr. Abernethy**   April 16 Special Conference Call – Board of Directors' Meeting
- Ms. Ricks**      April 16 Special Conference Call – Board of Directors' Meeting  
Facilities Master Plan Committee Meeting  
Attended AOAT (All-Oregon Academic Team) luncheon in Salem  
with President Metcalf  
City Club Regional Forum – re: Growth's Impact on our Communities
- Ms. Craska Cooper**   April 16 Special Conference Call – Board of Directors' Meeting  
Lunch w/Erica Skatvold  
Facilities Master Plan Meeting
- Mr. Joe Krenowicz**   Youth Career Connect in Jefferson County  
Madras Chamber of Commerce Meeting held at the COCC Madras Campus  
City Club Regional Forum – re: Growth's Impact on our Communities  
Agenda Planning Phone Call w/President Metcalf
- Ms. Erica Skatvold**   April 16 Special Conference Call – Board of Directors' Meeting  
Lunch w/Laura Craska Cooper  
Lunch w/Zak Boone re: COCC Foundation  
City Club Regional Forum – re: Growth's Impact on our Communities  
OSU-Cascades event w/President Ed Ray

**PRESIDENT'S REPORT:**

**Sabbatical**

Dr. Amy Harper-professor of anthropology, was on sabbatical last winter and spring terms. She gave a PowerPoint presentation reviewing the purpose of her sabbatical which was "Food, Identity, and Community" – *the refugee crisis in Germany and community activism in a Berlin neighborhood*. She expressed

her appreciation that the College allows faculty the opportunity for sabbaticals which can include immersion “in the field” in that it is a great learning experience as well as beneficial in her classes.

La Pine Educational Pathways Pilot Project

Courtney Snead of Boring But Important, LLC – a consultant (and former Campus Administrator for COCC’s Madras Campus) gave a PowerPoint presentation on the work and data she has gathered by working on a project for the College assisting/counseling/encouraging La Pine high school graduates with their transition to COCC.

ADJOURNED: 8:40 p.m.

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Mr. Joe Krenowicz, Board Chair

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

**Central Oregon Community College**  
**Board of Directors**  
**NEW HIRE REPORT FOR MARCH**  
**Date of Hire: May 1, 2018 – May 31, 2018**

<b>Name</b>	<b>Date Hired</b>	<b>Location</b>	<b>Department</b>
<b>Classified</b>			
Renfro, Leon	5/7/2018	Bend	Campus Services
<b>Temporary Hourly</b>			
Monchamp, Hannah	5/1/2018	Bend	Art
Stevenson, Bailey	5/10/2018	Bend	Art
Pichler, Shayna	5/24/2018	Bend	Emergency Medical Services
Crouch, Curtis	5/25/2018	Bend	Testing and Tutoring

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Leslie Houston</b> as <b>Assistant Professor I of Dental Assisting</b> , <b>Lisa Shipman</b> as <b>Assistant Professor I of Aviation – Airplane</b> , and <b>Joannie Miller</b> as <b>Assistant Professor I of Nursing</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor I of Dental Assisting**, **Assistant Professor I of Aviation - Airplane** and **Assistant Professor I of Nursing** are replacement positions.

**B. Options/Analysis**

- Approve the contracts for Leslie Houston, Lisa Shipman, and Joannie Miller

Approval: \_\_\_\_\_  
Motion: \_\_\_\_\_

- Decline approval of the employment contract for Leslie Houston, Lisa Shipman, and Joannie Miller

### **C. Timing**

For the 2018-19 academic year

The **Assistant Professor I of Dental Assisting, Assistant Professor I of Aviation – Airplane**, and **Assistant Professor I of Nursing** positions are appointed as of July 1, 2018 for a 9-month employment contract. The employment contract period will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

### **D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

### **E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contracts of Leslie Houston and Joannie Miller for the 2018-19 academic year.

### **F. Miscellaneous**

Ms. Houston is a current Part-Time Instructor in the Dental Assisting program at COCC. She is a Certified Dental Assistant and holds an Expanded Functions Dental Assisting certification as well. Ms. Houston has a Bachelor's Degree in Applied Science, Professional Technical Education and Instructional Design.

Ms. Shipman received her Bachelor's in Business/Accounting from the University of Nevada - Reno. Her professional experience includes operating her own flight school, flying corporate and charter jets for various companies, and serving as operations manager for aviation companies both nationally and internationally. She has logged over 10,000 hours total flight time, including 4,000 hours as a Certified Flight instructor. Lisa is currently working as a Full-Time Temporary Aviation instructor at Central Oregon Community College.

Ms. Miller, MSN, FNP, BSN, RNFA, is a full-time temporary (one year) instructor in the nursing department. Before coming to COCC, Joannie was the owner and sole provider at Paulina Peak Family Healthcare for 15 years. She received her master's and nurse practitioner's training with a specialty in family medicine at Clarkson College in Omaha, Nebraska. She has worked with nursing students as a clinical preceptor for Clarkson College, Gonzaga University, Western University of Health Sciences, and Oregon Health & Science University.

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Harold Wershow</b> as <b>Assistant Professor I of Geology</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor I of Geology** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Harold Wershow
- Decline approval of the employment contract for Harold Wershow

**C. Timing**

For the 2018-19 academic year

The Assistant Professor I of Geology position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment contract period



will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Harold Wershow for the 2018-19 academic year as Assistant Professor I of Geology.

**F. Miscellaneous**

Mr. Wershow has a M.S. in Geology from Western Washington University. He is currently an Associate Faculty member at Everett Community College and formerly an Adjunct Faculty and TA at Western Washington University.

**Central Oregon Community College  
Board of Directors: Resolution**

Prepared by: Danielle Fegley, HR Director

<b>Subject</b>	Approve the contract for <b>Michelle Aistear</b> as <b>Assistant Professor I of Health Information Technology</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor of Health Information Technology** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Michelle Aistear.
- Decline approval of the employment contract for Michelle Aistear.

**C. Timing**

For the 2018-19 academic year

The Assistant Professor I of Health Information Technology position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment contract period will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Michelle Aistear for the 2018-19 academic year as Assistant Professor I of Health Information Technology.

**F. Miscellaneous**

Michelle Aistear earned an AAS in HIT from COCC. She holds an RHIT certification and is an HIT Technician at St. Charles Health Systems.

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Cierra Buer</b> as <b>Assistant Professor I of Veterinary Technology (Veterinarian)</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor of Veterinary Technology (Veterinarian)** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Cierra Buer.
- Decline approval of the employment contract for Cierra Buer.

**C. Timing**

For the 2018-19 academic year

Approval: \_\_\_\_\_  
Motion: \_\_\_\_\_

The Assistant Professor I of Veterinary Technology (Veterinarian) position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment contract period will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Cierra Buer for the 2018-19 academic year as Assistant Professor I of Veterinary Technology (Veterinarian).

**F. Miscellaneous**

Dr. Buer obtained her Masters in Biology at Chico State University and is a graduate of Ontario Veterinary College. She has 11 years of veterinary experiences including small animal practice, horse and cattle medicine and surgery, small mammals, exotics, and small ruminants. She was a part-time faculty member for the COCC Veterinary Technician Program for the winter of 2013 to spring 2014. She moved with her family to Central Oregon in 2013 and started her current position at Rimrock Veterinary Clinic.

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Matthew Higgins</b> as <b>Assistant Professor I of Microbiology</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor of Microbiology** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Matthew Higgins.
- Decline approval of the employment contract for Matthew Higgins.

**C. Timing**

For the 2018-19 academic year

The Assistant Professor I of Microbiology position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment contract period

will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Matthew Higgins for the 2018-19 academic year as Assistant Professor I of Microbiology.

**F. Miscellaneous**

Dr. Higgins has a PhD in Pharmacology from the University of North Carolina, Chapel Hill. He is currently a biology professor at Tacoma Community College and has taught at several Universities in the San Francisco area.

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Kristin Lambert as Assistant Professor I of Nursing</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor I of Nursing** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Kristin Lambert
- Decline approval of the employment contract for Kristin Lambert

**C. Timing**

For the 2018-19 academic year

The Assistant Professor I of Nursing position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment contract period



will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Kristin Lambert for the 2018-19 academic year as Assistant Professor I of Nursing.

**F. Miscellaneous**

Kristin Lambert, MSN, BSN, RN, works with both Associate's- and Bachelor's-level students as a clinical instructor for the University of Colorado and for Pikes Peak Community College. She earned her Master's of Science in Nursing, Nurse Educator degree from Texas Woman's University. She has worked as an RN case manager and discharge planner, floor nurse, charge nurse, and preceptor on trauma, orthopedic/neurologic, and rehabilitation units. She has also had diverse teaching experiences in patient, employee, and student education.

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by: Danielle Fegley, HR Director**

<b>Subject</b>	Approve the contract for <b>Kimber Mattox as Assistant Professor I of Nutrition/Biology</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability Objectives	IS.1 – Expand and refine data, research and assessment systems, and infrastructure to support student success. IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region. IS.3 – Develop a scalable approach to assessing student learning at the degree, program, and course levels.
Transfer and Articulation Objectives	TA.2 – Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 – Provide students a high-quality general education.
Workforce Development Objectives	WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study. WD.4 – Cultivate current and future industry partnerships, assist industry partners in regional economic development, and job creation.
Lifelong Learning Objectives	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**A. Background**

The **Assistant Professor I of Nutrition/Biology** is a replacement position.

**B. Options/Analysis**

- Approve the contract for Kimber Mattox
- Decline approval of the employment contract for Kimber Mattox

**C. Timing**

For the 2018-19 academic year

The Assistant Professor I of Nutrition/Biology position is appointed for a 9-month employment contract each fiscal year. For the 2018-19 fiscal year, the initial employment

contract period will be from September 12, 2018 to June 30, 2019. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

**D. Budget Impact**

The salary conforms to the salary schedule contained in the Faculty Forum Collective Bargaining Agreement approved by the Board.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Kimber Mattox for the 2018-19 academic year as Assistant Professor I of Nutrition/Biology.

**F. Miscellaneous**

Ms. Mattox has an MS in Human Physiology from University of Oregon and is an ACSM Registered Clinical Exercise Physiologist. She has instructed human biology and exercise science courses at UO and Lane Community College.

Exhibit: 10.d  
Date: June 13, 2018  
Approved: Yes \_\_\_ No \_\_\_  
Motion: \_\_\_\_\_

CENTRAL OREGON COMMUNITY COLLEGE  
Board of Directors

**RESOLUTION**

*Prepared by: Betsy Julian – Vice President for Instruction*

**A. Action Under Consideration**

Approve faculty rehire recommendations.

**B. Discussion/History**

Need for timely approvals to rehire faculty members who have been evaluated and are doing satisfactory work.

**C. Options/Analysis**

Approve the rehire recommendations.  
Decline approval of rehire recommendations.

**D. Timing**

For the 2018-19 academic year.

**E. Recommendation**

**Be it resolved that the Board of Directors of Central Oregon Community College district approve faculty rehire recommendations for the academic year 2018-19 as identified on the attached memo.**

**F. Budget Impact**

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

**PROBATIONARY FACULTY**

The following probationary faculty are recommended for rehire. Annual Report of Activities and appropriate evaluations (student, peer and designated evaluator) are on file in the Human Resources Office and course materials are on file in the department office. Designated evaluator and faculty member discussed student evaluations and Annual Report of Activities and reviewed Professional Improvement Plan.

Faculty Name	Faculty Name
Artus, Mike	Hylton, Elizabeth
Baughman, Christopher*	La Duca, Samuel
Briggs, Vaughan	Lachance, Matthew
Coe, Jacquelyn	Layton, Amanda*
Cole, Anne	McDaniel, Kari
Denison-Furness, Jane*	Miller, Susan
Dorsey, Kristin	Nunes, Alan
Earthsong (Leer), Wendy*	Palmer, Beth
Erickson, Thor*	Ruettgers, Ken*
Franklin, Rebecca*	Simone, Paula
Hagen, Laura	Waller, Michel
Hansen, Michael	Waller, Shannon
Hazlett, Christopher*	Wampler, Wendi
Heckert, Karen*	Wheary, Amy
Hong, Lin	Wolf, Jon
Hostetler, Kirsten	Zmyslinski-Seelig, Anne*
Humphries, Merideth	

10.d Faculty Rehires

\* indicates considered for and awarded promotion in 2017-18

\*\* indicates considered for and awarded tenure in 2017-18

\*\*\* indicates considered for and awarded promotion and tenure in 2017-18

<sup>5</sup> indicates fifth year evaluation year in 2018-19

The following probationary faculty were awarded tenure during 2017-18 and are recommended for rehire. Annual Report of Activities and appropriate evaluations (student, peer and designated evaluator) are on file in the Human Resources Office and course materials are on file in the department office. Designated evaluator and faculty member discussed student evaluations and Annual Report of Activities and reviewed Professional Improvement Plan.

Faculty Name	Faculty Name
Alberghetti, Dan**	Liccardo, John**
Baldessari, Karl**	McCann, Mick***
Coleman, Elizabeth**	Pelly, Paul**
Giglio, Jessica**	Prade, Fleur**
Hammerman, Jessica**	Williams, Malinda**
Lamb, Jason**	

**TENURED FACULTY**

The following tenured faculty members are recommended for rehire.

**Non-Evaluation Year** - Annual Report of Activities and student evaluations are on file in the Human Resources Office. Designated evaluator and faculty member discussed student evaluations and Annual Report of Activities and reviewed Professional Improvement Plan.

Faculty Name	Faculty Name
Agatucci, Jacob	Liu, David
André, Stephanie*	Magidson, Eric
Barry, Thomas	Malone, Deborah*
Boldenow, Ronald	Mays, Ken
Casey, Donna	Michalski, Bret
Casey, Peter	Moodie, James
Chaput, Emma*	Morrow, Jane
Cousineau, Lewis	Murphy, Owen*
Cravis, William	Murray, Lynn*
Cruickshank, Jennifer	Nelson, Doug

10.d Faculty Rehires

\* indicates considered for and awarded promotion in 2017-18

\*\* indicates considered for and awarded tenure in 2017-18

\*\*\* indicates considered for and awarded promotion and tenure in 2017-18

<sup>5</sup> indicates fifth year evaluation year in 2018-19

Decker, Michele	Novak, Matthew*
Donohue, Stacey	Palagyi, Sean
Ellis, James	Peterson, Tim
Emerson, Bruce	Phillips, Ralph*
Finney, Catherine	Plassmann, Rebecca
Freihoefer, Theresa	Rubio, Chris
Fuller, Sarah	Rule, Sean
Gesme, Michael	Russell, Jessica
Godfrey, Murray	Simning, Kiri
Grove, Kevin	Smith, Kathy
Harper, Amy	Sumpter-Latham, Eleanor
Hays, Matthew	Swartwout, Ken
Henson, Sara*	Towne, Forrest
Hoppe, William	Vines, Monica
Howell, Amy*	Virk, Ricky
Johnson, Eddie	Walker-Sands, Rebecca
Knox, James	Yeatman, Wayne
Linford-Foreman, Lilli Ann	Ziegler, Zelda*

**Evaluation Year** – The following tenured faculty are due for a fifth year evaluation during the 2018-19 year. The evaluation will include: Annual Report of Activities and student, peer and designated evaluator evaluations complete and on file in the Human Resources Office; course materials review; designated evaluator and faculty member discuss student evaluations and Annual Report of Activities; Professional Improvement Plan review; and summative evaluation report.

Faculty Name	Faculty Name
Borowsky, Justin <sup>5</sup>	Higginbotham, Carol <sup>5</sup>
Bouknight, Jon <sup>5</sup>	Hutchings, Charles* <sup>5</sup>
Cheney, Monte <sup>5</sup>	Keener, Julie <sup>5</sup>
Evans, Joshua <sup>5</sup>	McCabe, Kathleen <sup>5</sup>
Hamlin, Annemarie <sup>5</sup>	Russell, Tony <sup>5</sup>
Haury, Carson <sup>5</sup>	Woodell, Andria <sup>5</sup>

10.d Faculty Rehires

\* indicates considered for and awarded promotion in 2017-18

\*\* indicates considered for and awarded tenure in 2017-18

\*\*\* indicates considered for and awarded promotion and tenure in 2017-18

<sup>5</sup> indicates fifth year evaluation year in 2018-19

**FACULTY RECOMMENDED FOR REHIRE WITH NO STEP INCREASE**

The following faculty are recommended for rehire but not for a step increase due to their PIP being more than one year overdue.

Faculty Name	Faculty Name

The following faculty are recommended for rehire but not for a step increase due to past due ARAs.

Faculty Name	Faculty Name

.....

**TEMPORARY FACULTY**

The following faculty are recommended for One-Year Temporary contracts for regular full time positions.

Faculty Name	Faculty Name
Denney, Trish	Trask, David
Sather, Mary	Worthington, Wendi

**RETIREMENTS/SEPARATIONS**

Faculty Name	Faculty Name
Agatucci, Cora <sup>5</sup>	Cooper, Michael
Benefiel, Art	Farley, Sherry
Bubak, Brian	Holland, Daniel
Campbell, Lisa	Topliff, Dana
Cherry, Anna	

10.d Faculty Rehires

*\* indicates considered for and awarded promotion in 2017-18*

*\*\* indicates considered for and awarded tenure in 2017-18*

*\*\*\* indicates considered for and awarded promotion and tenure in 2017-18*

*<sup>5</sup> indicates fifth year evaluation year in 2018-19*



**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by:** Danielle Fegley, Director of Human Resources

<b>Subject</b>	Approval for Administrator and Confidential Employee renewals for 2018-2019
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.5</b> - Further develop and enhance employees and operational systems to ensure institutional quality and viability.

**A. Background**

Employment contracts are issued to administrator and confidential employees annually for the upcoming fiscal year. The conditions for the issuance of all such employment contracts, which include satisfactory performance, are contained in the COCC Exempt and Confidential Supervisory Handbook. A list of Administrator and Confidential employees is attached with the contract renewal status.

Definitions

- Temporary contracts represent limited duration contracts typically based on discrete money sources or assignments, such as grants or temporary assignments.
- Probationary contracts are issued during the first three years of employment in the position.
- Regular contracts are issued with the fourth year of appointment in the position.
- Three Year contracts are a continuing contract option, not to exceed three years. Upon the recommendation from the President, these are issued to administrators who have worked a total of ten years for COCC in an administrative, exempt position and are at Pay Level 26 or greater.

**B. Options/Analysis**

Approve the list of administrator and confidential contract renewals. Decline the recommendations.

**C. Timing**

For the 2018-2019 Fiscal Year.

**D. Budget Impact**

Funds for the administrator and confidential wages are contained in the appropriated 2018-2019 Budget.

**E. Proposed Resolution**

Be it resolved that the Board of Directors of Central Oregon Community College district approve the recommendations for the fiscal year 2018-19 as identified on the attached report.

### Approval for Administrator and Confidential Contract Renewals for 2018-2019

Employment records shown are based on active status as of June 4, 2018 for Administrators and Confidential employees. **Administrator and confidential position titles reflect banner position fields with character field limitations.** Position title updates will occur upon conclusion of the Administrator Classification and Compensation Study.

NAME	POSITION TITLE
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**Temporary:** Represent limited duration contracts typically based on discrete money sources or assignments, such as grants or temporary assignments.

Bauman, Tucker	Welding Program Coordinator
Cheney, Kari	ABS Workforce Navigator
Freeman, Kelsey	Native American Prog Coord
Gutierrez, Brian	Project Coordinator, Title III
Narum, Janet	Corrections Education Director

**Probationary:** Issued during the first three years of employment in the position.

Allison, Brian	End User Support Administrator
Anderson-Butler,	Academic Advisor
Asson-Batres, Mary Ann	Grants Coordinator
Barry, Seana	CAP Center Director
Bilbrey, Stephanie	Market & Summer Conf Coord
Boone, Zachary	Foundation Executive Director
Bouse, Misty	Major Gifts Officer
Cary, Michelle	Native American Prog Coord
Davis, Andrew	Student Campus Life Dir
Dona, David	Chief Financial Officer
Downing, Julie	Instructional Dean
Fegley, Jane	Human Resources Director
Forell, Jared	A/R Tech Curriculum Asst Dir
Goetsch, Stephanie	Program Manager
Green, Jeremiah	Campus Administrator Madras
Harmon, Kenneth	Engineering Systems Coord
Harris, Krissa	Program Manager
Hayes, Tyler	Res Life & Housing Asst Dir
Hice, Malissa	Financial Aid Advisor
Hughes, Kevin	Custodial Supervisor
Huni, Julia	College Now HS Liaison
Julian, Frances	Instruction Vice President
Ladd, Sean	Facilities Maintenance Manager
Marnell, Tamara	ILS & Discovery Librarian
Merryman, Melissa	Residence Life Coordinator
Molan, Kirsten	Program Coordinator
Murphy, Michael	E-Learning Director
Ostrovsky, Peter	Campus Public Safety Director
Newcombe, Stephen	Operations Manager
Price, Gordon	Student Activities Coordinator

Redd, Tina	Campus Director Redmond
Ross, Diane	Human Resources Asst Dir
Rougeux, Jamie	Disability Services Coord
Rutherford, Kara	Admissions Records Asst Dir
Schulz, Gerald	Extended Learning Dean
Solar, Layla	Financial Aid Tech Analyst
Syrell, Adrian	Accountant
Walker, Christine	Latino College Program Coord

**Regular:** Issued the first fiscal year upon satisfying the three-year probationary status.

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Andresen, Sharla	Risk Mgmt/Contracts Dir
Beaulieu, Mike	Campus Services Ops Supervisor
Bellusci, Sharon	Student Services Tech Coord
Boehme, Laura	ITS Infrastructure Director
Boone, Aaron	Sr Systems Administrator
Bowling, Michael	Sr MIS Programmer Analyst
Buccafurni, Lindsay	Admissions Coordinator
Cecchini, Anne	Recruit/Outreach Asst Dir
DeBaal, Wade	Network Administrator Asst
Donnell, Scott	Web Designer
Douglass, William	Club Sports Intramural Dir
Dula, Tracy	Career Services Coordinator
Dymond, Wesley	Information Security Admin
Egertson, Christopher	Research Analyst
Elsberry, Shawna	Student Retention Director
Fisher, Michael	Instructional Dean
Floyd, Jeffrey	Sr Network Administrator
Forbess, Jennifer	Tutoring Coordinator
Graham, Caren	Marketing Mgr
Gunnell, Christa	Employment & Benefits Supvr
Hagan, Deborah	Secondary Programs Director
Hovekamp, Tina	Library Services Director
Huckins, Shelley	Payroll Supervisor
Jeffreys, Cynthia	Systems Integrator
Jordan, Bonnie	Academic Advisor
Jumper, Nancy	Program Manager
Kalanquin, Diana	Academic Advisor
Kjemhus-Spahr, Karen	Foundation Accountant
Knox, Rachel	Program Manager
Korn, Ginger	Business Systems Programmer
Kristensen, Suzanne	Campus Administrator Prineville
Lantis, Glenda	Continuing Education Director
Matsumura, Jessie	Sr MIS Programmer Analyst
McCrea, Darren	Technology Project Manager
Metcalfe, Aimee	College Relations Asst Dir
Mills, Christina	Student Module Manager Analyst
Newby, Jennifer	Instructional Dean

Nichols, Brittany	Foundation Development Officer
Olmeda-Chavez, Juan	Sr Systems Administrator
Parisi, Leslie	Academic Advisor
Payne, Frank	Bookstore Manager
Pierce, Brynn	Institution Effectiveness Dir
Podell, Keri	Academic Advisor
Rogers, Barry	Sr Web Developer
Roshau, Kristine	Instructional Tech Specialist
Roy, Nannette	Bus Systems Programmer Lead
Sandoval, Evelia	Latino Student Program Coord
Sea, Edward	IT Web/Application Systems Dir
Shew, Jennifer	HRIS/Business Module Mgr
Smith, Kellie	Testing/Tutoring Center Dir
Sylwester, Breana	Financial Aid Assistant Dir
Towne, Silas	Science Lab Tech/Tutor Supv
Whetstone, Courtney	Admissions and Registrar Dir
Wilcox, James	Small Bus Mgmt Prog Counselor
Wright, Beth	Placement Coordinator

**Continuing 3-Year Contract:** A continuing contract option, not to exceed three years. Upon the recommendation from the President, these are issued to administrators who have worked a total of ten years for COCC in an administrative, exempt position and are at Grade Level 26 or greater.

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Benefiel, Lori	Bookstore Auxiliary Svcs Dir
Bloyer, Lisa	Fiscal Services Director
Cecchini, Daniel	Chief Information Officer
McCoy, Matthew	Administration Vice President
Moore, Alicia	Student Services Dean
Multop, Kevin	Student Financial Aid Dir
Paradis, Ronald	College Relations Exec Dir
Viles, Vickery	Curriculum & Assessment Dir
Viola, Joseph	Campus Services Director

**Confidential:** Renewal of confidential appointments.

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Peters, Jennifer	Administrative Assistant to VP
Smith, Julie	Executive Secretary
Weller, Eric	Administrative Assistant VPI

Date: June 13, 2018  
Exhibit: 10.f1  
Approve:      Yes      No  
Motion: \_\_\_\_\_

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**RESOLUTION**

**Prepared by:** Lisa Bloyer - Director of Fiscal Services

<b>Subject:</b> Approve inter-fund borrowing between various programs and grants of the College.	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

The College is the grantee on a number of programs and grants, which are funded on a cost reimbursement basis. That is, after the expenditures are made, the College applies for and is reimbursed by the grantor. Between the time of the expenditure and reimbursement, the College advances money to the various programs and grants.

This resolution authorizes short-term inter-fund borrowing for the purposes described above. All such interfund borrowings shall be repaid by the end of the fiscal year, and no interest shall be charged.

**B. Options/Analysis**

1. Approve interfund borrowing.
2. Do not approve inter-fund borrowing.

**C. Timing**

This is an item, which needs annual affirmation by the Board of Directors. For inter-fund borrowing to occur in Fiscal Year 2018-19, this resolution will need to be approved before July 1, 2018.

**D. Budget Impact**

Funds borrowed by another College program or grant do not earn interest, therefore, there is the opportunity cost of foregone interest. For this reason, the College attempts to minimize the amount of inter-fund borrowing.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby authorize inter-fund borrowing between the various programs and grants of the College for the period of July 1, 2018 through June 30, 2019.

Date: June 13, 2018  
 Exhibit: 10.f2  
 Approve:  Yes  No  
 Motion: \_\_\_\_\_

**CENTRAL OREGON COMMUNITY COLLEGE  
 BOARD OF DIRECTORS**

**RESOLUTION**

**Prepared by:** Lisa Bloyer - Director of Fiscal Services

<b>Subject:</b> Designate custodians of funds and financial institutions.	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

Oregon law stipulates that each year the Board of Directors designate custodians of funds and financial institutions, which can serve as depositories for District funds. It is recommended that Shirley Metcalf, Matthew McCoy, and David Dona be designated as custodian of funds, and that the Board approves the use of a facsimile signature (check signing machine) on District checks. All checks over \$20,000 will also require the countersignature of one of the custodians. Any custodian initiating a check over \$20,000 requires a countersignature from another approved custodian. It is further recommended the following institutions be so designated as depository institutions for the 2018-19 fiscal year:

Bank of America*	Bend and Redmond branches
Columbia Bank*	Bend, Redmond and Madras branches
High Desert Bank*	Bend branch
Local Government Investment Pool	State of Oregon Treasury Department
Mid Oregon Federal Credit Union**	Bend, Redmond, Prineville, Madras, Sisters and LaPine branches
Northwest Community Credit Union**	Bend branch
OnPoint Community Credit Union**	Bend and Redmond branches
Oregonians Credit Union**	Prineville branch
SELCO Credit Union**	Bend and Redmond branches
South Valley Bank and Trust*	Bend, Redmond, Madras, Prineville, and LaPine branches
Umpqua Bank*	Bend and Redmond branches

US Bank*	Bend, Redmond, Sisters, Prineville, LaPine, Sunriver, Madras, and Portland (Main Office) branches
Washington Federal Savings*	Bend, Redmond, Prineville, Madras, Sisters, and LaPine branches
Chase Bank*	Bend, Redmond and Prineville branches
Wells Fargo Bank*	Bend, Redmond, Prineville, Madras, and Portland (Main Office) branches
First Community Bank*	Bend branch
Summit Bank*	Bend branch
First Interstate Bank*	Bend, Redmond, Prineville, Madras, Sisters, and Sunriver branches

\* Member of FDIC

\*\*Member of NCUA

**B. Options/Analysis**

1. Approve custodians of funds and depositories of District funds.
2. Approve other custodians of funds and depositories of District funds.

**C. Timing**

Approval before July 1, 2018 is required.

**D. Budget Impact**

NA

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby approve Shirley Metcalf, Matthew McCoy, and David Dona as custodians of funds, and the financial institutions identified in section A as depositories of District funds.

Date: June 13, 2018  
Exhibit: 10.f3  
Approve:     Yes     No  
Motion: \_\_\_\_\_

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**RESOLUTION**

**Prepared by:** Lisa Bloyer – Director of Fiscal Services

<b>Subject:</b> Approve Clerk, Budget Officer and Deputy Clerks for 2018-19	
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

Each year it is necessary for the Board of Directors to designate the Clerk, the Budget Officer, and Deputy Clerk of the District. It is their responsibility to carry out Board policy and oversee the day-to-day legal and fiscal affairs of the District. In addition, the College is party to several contracts in the area of clinical affiliations and employee salary reduction agreements. Clinical affiliation agreements state the terms and responsibilities of each party when a student does a practicum in a medical setting as part of a health occupation program. With minor variations, these contracts all follow the same format. Employee salary reduction agreements are employee-initiated transactions in which the employee determines how much of their salary, within IRS determined limits, goes into a supplemental retirement account.

- ✓ It is recommended that Shirley Metcalf be the designated Budget Officer and Clerk of the District for the period of July 1, 2018 through June 30, 2019.
- ✓ It is recommended that David Dona and Matthew McCoy be designated Deputy Clerks for the period July 1, 2018 through June 30, 2019. In addition, it is recommended that signature authority for clinical affiliation agreements, employee salary reduction agreements and other routine contracts be delegated to Sharla Andresen, the College's Director of Contracts and Risk Management.

**B. Options/Analysis**

- 1) Approve the Clerk, Budget Officer and Deputy Clerk
- 2) Approve other persons as the Clerk, Budget Officer and Deputy Clerk.

**C. Timing**

The Clerk, Budget Officer, and Deputy Clerks must be designated by July 1, 2018.

**D. Budget Impact**

NA

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby designate Shirley Metcalf as Budget Officer and Clerk, David Dona and Matthew McCoy the designated Deputy Clerks, and Sharla Andresen be delegated limited signing authority as specified in Section A for the period July 1, 2018 through June 30, 2019.



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

Prepared by: Lisa Bloyer, Director of Fiscal Services

<b>Subject: Appropriation Review 2017-18</b>	
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.9 - Maintain student affordability while ensuring efficient and cost effective operations.

**A. Background**

Every year the College performs a budget review of its appropriation units. Due to the difficulty in precise estimation of appropriation levels, it is sometimes necessary at year-end to transfer budget and appropriation authority to reflect actual and anticipated transaction activity. ***These changes reflect budget adjustments, not increases to the total budget.***

The required appropriation adjustments are the result of:

- Internal Service Fund –reallocation of Director of Auxiliary Services salary to reflect supervision time.
- Grants and Contracts fund – the College received several unanticipated new grants this fiscal year.

These requested changes to the above appropriation units are necessary to meet the needs of the College and remain in compliance with local budget law. Therefore, an adjustment to the appropriation authority is requested to the accounts identified on the attached budget change form.

**B. Options/Analysis**

1. Approve budget and appropriation transfer.
2. Do not approve budget and appropriation transfer.

**C. Timing**

This action is required at this time in order to allow the College to remain in full compliance with local budget law.

**D. Budget Impact**

There is no impact on the total budget. Changes reflect adjustments to budget categories as identified in the attached budget change form.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors do hereby authorize the transfer of budget and an equal amount of appropriation authority as specified in the attached budget change form.

Central Oregon Community College  
 Budget Change Form

Budget Year 2017-18

\_\_\_\_\_  
 (Department or Office)

Do you want this change to be temporary or to carry forward to future years? Temp \_\_\_\_ Perm **X**

Appropriation Unit	Banner Index	Account Number	Amount Increase	Amount Decrease
Internal Service Fund		51000	10,000.00	
Internal Service Fund		61000		10,000.00
Special Revenue Fund-Contracts		62000	25,000.00	
Special Revenue Fund-New Programs		62000		25,000.00
Total			\$ 35,000.00	\$ 35,000.00

**Total of Debits + Credits**      **\$ 70,000.00**

Reason for Budget Change: Year end appropriation review

Date	13-Jun-18	Lisa Bloyer, Director of Fiscal Services
Date		Change Requested By
Date		Vice President's/Dean's Approval
Date	13-Jun-18	David Dona, Chief Financial Officer
Date		Reviewed by CFO
Date		President's Approval
Date		Board's Approval

**Central Oregon Community College  
Board of Directors: Resolution**

**Prepared by:** Danielle Fegley, Director of Human Resources

<b>Subject</b>	Approval of the Administrators and Confidential Employees Wage Adjustment for 2018-2019
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	<b>IS.5</b> - Further develop and enhance employees and operational systems to ensure institutional quality and viability.

**A. Background**

As part of a review in conjunction with the annual budget process, the President may recommend an annual wage adjustment. The recommended wage adjustment for eligible administrators and confidential employees effective July 1, 2018 is a 3.0% increase to base wages. Employees must be in a position that meets a benefitted status. Further review is underway as part of the Administrator Classification and Compensation Study to evaluate grade levels and wage scales noted on the Administrative Salary Schedule last updated FY15/16.

**B. Options/Analysis**

Approve the 3.0% increase to base wages of eligible administrators and confidential employees, which includes those employees identified as administrators, supervisory, professional-non-managerial, and confidential.

Decline approval of the 3.0% increase to base wages of eligible administrators and confidential employees, which includes those employees identified as administrators, supervisory, professional-non-managerial, and confidential.

**C. Timing**

The increase to the wages for the eligible employees shall be effective July 1, 2018.

**D. Budget Impact**

Sufficient funds are available and contained in the appropriated 2018-2019 budget.

**E. Proposed Resolution**

Be it resolved that the Board of Directors of Central Oregon Community College district approve the 3.0% increase to base wages for eligible administrators and confidential employees.

Central Oregon Community College  
Monthly Budget Status  
Highlights of April 2018 Financial Statements

**Cash and Investments**

The College's operating cash balances currently total \$39 million. The April average yield for the Local Government Investment Pool is up to 2.1 percent from last month's report of 1.92 percent.

**General Fund Revenues**

The College received the fourth State Aid payment of \$2.2 million in April. The budgeted transfers-in have been posted for the year.

**General Fund Expenses**

The expenses through April 2018 include the required budgeted inter-fund transfers-out for the fiscal year.

**Budget Compliance**

All appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report  
As of April 30, 2018

College Portfolio	<u>Operating Funds</u>	<u>Trust/Other Funds</u>
<b>Cash in State Investment Pool</b>		
4089 - General operating fund	\$ 37,591,304	
3624 - Robert Clark Trust		\$ 377,576
April Average Yield 2.1%		
<b>Cash in USNB</b>	\$ 1,497,173	
<b>Cash on Hand</b>	\$ 4,600	
Total Cash	<u>\$ 39,093,077</u>	<u>\$ 377,576</u>

**Central Oregon Community College**  
**Monthly Budget Status**  
**April 2018**

**Exhibit 11a**  
13-Jun-18

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<b>Revenues</b>					
District Property Taxes:					
Current Taxes	\$ 15,573,000	\$ 15,453,016	\$ (119,984)	99.2%	96.3%
Prior Taxes	536,000	355,512	(180,488)	66.3%	59.1%
Tuition and fees	17,316,000	16,933,774	(382,226)	97.8%	103.9%
State Aid	8,792,000	9,272,468	480,468	105.5%	73.7%
Program and Fee Income	87,000	82,870	(4,130)	95.3%	70.9%
Interest & Misc. Income	115,000	53,847	(61,153)	46.8%	48.5%
Transfers-In	2,280,000	2,280,000	-	100.0%	100.0%
<b>Total Revenues</b>	<b>\$ 44,699,000</b>	<b>\$ 44,431,487</b>	<b>\$ (267,513)</b>		
<b>Expenses by Function</b>					
Instruction	\$ 21,390,356	\$ 16,590,458	\$ 4,799,898	77.6%	76.3%
Academic Support	3,396,982	2,671,677	725,305	78.6%	76.4%
Student Services	4,783,501	3,484,165	1,299,336	72.8%	71.9%
College Support	5,522,005	4,163,894	1,358,111	75.4%	75.6%
Plant Operations and Maintenance	4,641,805	3,271,794	1,370,011	70.5%	68.0%
Information Technology	4,573,854	3,189,011	1,384,843	69.7%	70.3%
Financial Aid	112,897	105,860	7,037	93.8%	117.3%
Contingency	800,000		800,000	0.0%	0.0%
Transfers-Out	2,144,660	2,150,955	(6,295)	100.3%	100.0%
<b>Total Expenses</b>	<b>\$ 47,366,060</b>	<b>\$ 35,627,814</b>	<b>\$ 11,738,246</b>		
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (2,667,060)</b>	<b>\$ 8,803,673</b>	<b>\$ 11,470,733</b>		

**Central Oregon Community College**  
**Monthly Budget Status**  
 April 2018

**Exhibit 11a**  
 13-Jun-18

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<b><u>Non General Funds</u></b>					
<b>Debt Service Fund</b>					
Revenues	\$ 5,525,063	\$ 5,264,362	\$ (260,701)	95.3%	94.7%
Expenses	5,498,184	2,356,720	3,141,464	42.9%	44.3%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ 26,879</b>	<b>\$ 2,907,642</b>	<b>\$ 2,880,763</b>		
<b>Grants and Contracts Fund</b>					
Revenues	\$ 2,999,680	\$ 1,032,896	\$ (1,966,784)	34.4%	75.5%
Expenses	3,062,375	1,253,545	1,808,830	40.9%	71.7%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (62,695)</b>	<b>\$ (220,649)</b>	<b>\$ (157,954)</b>		
<b>Capital Projects Fund</b>					
Revenues	\$ 1,377,591	\$ 1,350,777	\$ (26,814)	98.1%	109.4%
Expenses	6,124,920	2,846,260	3,278,660	46.5%	23.3%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (4,747,329)</b>	<b>\$ (1,495,483)</b>	<b>\$ 3,251,846</b>		
<b>Enterprise Fund</b>					
Revenues	\$ 7,681,840	\$ 5,720,885	\$ (1,960,955)	74.5%	82.5%
Expenses	7,184,486	4,813,002	2,371,484	67.0%	67.2%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ 497,354</b>	<b>\$ 907,883</b>	<b>\$ 410,529</b>		
<b>Auxiliary Fund</b>					
Revenues	\$ 7,585,597	\$ 6,507,556	\$ (1,078,041)	85.8%	77.9%
Expenses	10,817,917	7,721,387	3,096,530	71.4%	67.3%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (3,232,320)</b>	<b>\$ (1,213,831)</b>	<b>\$ 2,018,489</b>		
<b>Reserve Fund</b>					
Revenues	\$ 16,442	\$ -	\$ (16,442)	0.0%	0.0%
Expenses	360,000	322,829	37,171	89.7%	89.7%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (343,558)</b>	<b>\$ (322,829)</b>	<b>\$ 20,729</b>		
<b>Financial Aid Fund</b>					
Revenues	\$ 17,805,631	\$ 12,116,805	\$ (5,688,826)	68.1%	65.6%
Expenses	17,880,190	12,495,614	5,384,576	69.9%	66.9%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (74,559)</b>	<b>\$ (378,809)</b>	<b>\$ (304,250)</b>		
<b>Internal Service Fund</b>					
Revenues	\$ 274,647	\$ 174,153	\$ (100,494)	63.4%	64.8%
Expenses	350,196	242,349	107,847	69.2%	69.6%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (75,549)</b>	<b>\$ (68,196)</b>	<b>\$ 7,353</b>		
<b>Trust and Agency Fund</b>					
Revenues	\$ 3,736	\$ 5,202	\$ 1,466	139.2%	120.2%
Expenses	7,000	5,000	2,000	71.4%	0.0%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (3,264)</b>	<b>\$ 202</b>	<b>\$ 3,466</b>		



## Central Oregon Community College Board of Directors: Information Item

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<b>Subject</b>	Redmond Campus Building Naming
<b>Prepared By</b>	<u>Redmond Campus Buildings Naming Committee:</u> Zak Boone, chair, Executive Director COCC Foundation Tina Redd, Director Redmond Campus Ken Ruetters, Assistant Professor of Sociology Jerry Schulz, Extended Learning Dean Lani Sykes, Instructional Deans Assistant

### A. Background

The Board of Directors asked the College to convene a Naming Committee in 2017-18 to suggest naming options for Redmond Campus buildings. The Committee charge is to develop a list of recommendations for the Board to consider, focusing on those with history of service to the College, including service on the Board, through community and philanthropic activities, or as past faculty/staff. Recognizing the high bar with which buildings are named on the Bend Campus, the Committee considered those when establishing a context for naming the Redmond Campus buildings. The list of Bend Campus named buildings include:

- Boyle Education Center (past president Fred Boyle)
- Barber Library (past president Bob Barber)
- Chandler Lab (named for Robert W. Chandler – at the request of Sen. Mark Hatfield who secured the building for the College; Chandler helped advocate for initial state funding for COCC)
- Coats Campus Center (named for Coats family - donated land for COCC Bend Campus)
- Jungers Culinary Center (named for Frank and Julie Jungers as part of \$1M philanthropic gift)
- Pence Hall (past president Don Pence)

The Committee also included geographic names identified during the Wickiup Hall naming process, recognizing that some buildings on the Redmond Campus could include Central Oregon environmental names (e.g., Ponderosa Hall) as is often the practice on the Bend campus.

The Committee has been advised by Dr. Metcalf over the course of its three meetings, and Zak Boone presented the current status of the Committee's work to the Real Estate Committee on Friday, April 6<sup>th</sup>.



**B. Recommended for Consideration:**

- **Eberhard Family**, (Bob (deceased) COCC Board/Redmond, 1984-1992), along with Kaye (deceased) were influential Redmond community members and major donors.
- **Anthony “Tony” Dorsch**, (COCC Board/Redmond, 1997-2017)
- **Jim & Ardyce** (deceased) **Swift**, Influential Redmond/Terrebonne community members, COCC Foundation Board member (Ardyce) and major donors.
- **Alpine**, of, or relating to, high mountains; a common first name for many Central Oregon businesses.
- **Conifer**, a tree that bears cones and evergreen needles.
- **Horizon**, the line at which the earth’s surface and the sky appear to meet.
- **Kestrel**, names for several members of the falcon genus; common in Central Oregon and known for their unique hunting style.
- **Obsidian**, a hard, glasslike volcanic rock formed by the rapid solidification of lava; prominent in Central Oregon; used by Native American peoples for tool making.
- **Olallie**, summit between Mt. Hood and Mt. Jefferson; Chinook jargon for huckleberries; much of Olallie Butte lies within the Warm Springs Reservation.
- **Steelhead**, rainbow trout that migrates to the sea before returning to fresh water to spawn; native Central Oregon species.

*\*Note #1 from Committee: Obsidian Middle School is located in Redmond*

*\*Note #2 from Committee: Horizon is often affiliated with Horizon Airlines, which services the Redmond Airport across from the COCC Redmond Campus*

**C. Analysis/Next Steps**

The Naming Committee will take any direction from the Board as it sees fit for next steps. Options include (but are not limited to): select a name from the list of individuals or geographic names; select a name other than one provided; ask the Committee to reconvene and develop other recommendations; or select different names and/or a different process.

A decision by the Board to name a building or a room will initiate a process that includes attaining consent from individuals affected, planning recognition ceremonies if necessary, and updating marketing materials, operational documents and wayfinding resources.

**D. Budget Impact**

TBD

**Central Oregon Community College  
 Board of Directors: Information Item**

**Prepared by:** Joe Viola, Director of Campus Services

<b>Subject</b>	Annual Maintenance Repair/Projects List 2018-19
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	Extending the useful life of our energy efficient facilities that support student learning.
Transfer and Articulation	Encouraging student retention through well maintained, well lit, safe, and comfortably conditioned spaces.
Workforce Development	Maintain the conditions and spaces to the needs of the CTE programs.
Basic Skills	Keep grounds and buildings neat, well lit, and welcoming to draw and retain students.
Lifelong Learning	High quality facilities attract Community members.

- A. Background:** Per Board Policy, ELS: Asset Protection – Central Oregon Community College’s maintenance projects schedule must be reviewed at least annually. This policy ensures that the College’s assets remain properly and adequately maintained. Attached is the proposed Maintenance Projects List for 2018-19. This proposed maintenance project list contains projects identified by the Maintenance staff, by the EMG Facilities Audit from 2011, as well as input from administrators, faculty, and students. This annual maintenance Schedule was prioritized based on conditions of the equipment, space or grounds, by the Director of Campus Services and presented to the Facilities Advisory Committee and Vice President for Administration for review, and the President for approval.
- B. Options/Analysis:** The Central Oregon Community College Maintenance Project are listed as Priority 1, 2, and 3, and separated for the Bend, Redmond, Madras and Prineville Campuses. Due to funding restrictions, and the large deferred maintenance backlog on the Bend Campus, only Bend Campus items are listed in the Priority 2 and 3 Lists.
- C. Timing:** The funding for these maintenance expenses are budgeted in the REPAIR account for the 2018-19 Fiscal Year.
- D. Budget Impact:** \$523,262 is budgeted for the Bend Campus with additional funding in the REDOPS account for Redmond, the Madras 513 account, and Prineville’s dedicated maintenance account. These budgeted amounts will only cover a portion of the identified costs of Priority 1 and Priority 2 Maintenance projects noted on the attached Maintenance Project Schedule. The total for all Priority 1 Projects is \$658,262. This amount is \$233,088 less than last year’s funding due to budget constraints.

Central Oregon Community College - Maintenance Projects 2018-19				11.c attachment	
				June 13 2018	
Project	Estimated Cost	(1=High,3=Low)			
<b>Bend Campus</b>			Grounds 505	Bldg Maint 506	REPAIR Capital Improvements
Security Measures (Upgrade locksets)	5,000	1			\$ 5,000
ADA projects incl. door operators	30,000	1			\$ 30,000
Coats Campus Center Window Wall Repairs	50,000	1			\$ 50,000
Mazama lower north entry doors replaced for security	40,000	1			\$ 40,000
Energy Upgrades* including Serpentine parking lot LED light renovation	25,000	1			\$ 25,000
Landscape Projects: Trees at Coats Campus Center and Track	15,000	1			\$ 15,000
Test and Upgrade Electrical Grid Infrastructure for Campus	50,000	1			\$ 50,000
DDC Upgrade at Metolius	42,000	1			\$ 42,000
Physical Plant Safety /Storage Upgrades	12,000	1			\$ 12,000
Wickiup to Mazama Lighting Upgrades	26,262	1			\$ 26,262
<b>GROUNDS</b>					
Tripping Hazards Stairs, Sidewalks, Handrails	25,000	1	\$ 25,000		
Concrete Work -Campus Wide	30,000	1	\$ 30,000		
Asphalt repair/replacement: Seal cracks, paint crosswalks/stop bars	24,000	1	\$ 24,000		
Fire Reduction - As Needed	6,000	1	\$ 6,000		
Snow Removal Annual Budget	30,000	1	\$ 30,000		
Landscape/Landscape Repair - Campus Wide	15,000	1	\$ 15,000		
<b>BUILDING MAINTENANCE</b>					
Interior Painting	30,000	1		\$ 30,000	
Exterior Painting	45,000	1		\$ 45,000	
Carpet/Flooring Replacement	13,000	1		\$ 13,000	
Campus Fire Suppression system annual repairs	10,000	1		\$ 10,000	
<b>Total Priority 1 Projects Bend Campus</b>			<b>\$ 523,262</b>	\$ 130,000	\$ 98,000 \$ 295,262
<b>Redmond Campus</b>					
Interior and Exterior Painting	\$ 30,000	1		\$ 30,000	
Carpet and Flooring Replacement	\$ 19,000	1		\$ 19,000	
Repair HVAC	\$ 14,000	1			\$ 14,000
Entry Sign Upgrade and Entry Road Trees	\$ 22,000	1			\$ 22,000
Asphalt Repair and Parking lot striping	\$ 25,000	1	\$ 25,000		
<b>Total Priority 1 Projects Redmond Campus</b>			<b>\$ 110,000</b>	\$ 25,000	\$ 49,000 \$ 36,000
<b>Prineville Campus</b>					
Landscaping and Parking Lot	\$ 6,000	1			\$ 6,000
Interior and Exterior Painting	\$ 6,000	1		\$ 6,000	
<b>Total Priority 1 Projects Prineville Campus</b>			<b>\$ 12,000</b>	\$ -	\$ 6,000 \$ 6,000
<b>Madras Campus</b>					
Landscaping in Parking Lot and Student gathering area	\$ 9,000	1			\$ 9,000
Interior and Exterior Painting	\$ 4,000	1		\$ 4,000	
<b>Total Priority 1 Projects Madras Campus</b>			<b>\$ 13,000</b>	\$ -	\$ 4,000 \$ 9,000
<b>Total Priority 1 Projects for all Campuses</b>			<b>\$ 658,262</b>		
<b>Bend Campus</b>					
BEC Accessible route to College way sidewalk ADA compliant	130,000	2			130,000
Health Careers Battery Backup system	15,000	2		15,000	
Utility Submeters for Electrical and Gas in Grandview	19,000	2			19,000
Regency COCC sign lighting	17,000	2			17,000
HCC and SCI HVAC Snow Guards	24,000	2			24,000
Grandview Exterior Stairs repair	85,000	2			85,000
Pioneer Roof Replacement	190,000	2			190,000
Mazama Upgrades to flooring, ceiling tiles, ventilation, paint.	35,000	2			35,000
Repair Stairs outside Metolius	25,000	2			25,000
JCI Upgrade HVAC controls in Jefferson	45,000	2			45,000
Reset Damaged Sectionalizing Electrical Unit at Ochoco	45,000	2			45,000
BEC exterior building repairs	180,000	2			180,000
Metolius Renovation: HVAC, restrooms, lighting, safety at entrances	500,000	2			500,000
Library Boiler replacement	120,000	2			120,000

BEC Chiller replacement	200,000	2		200,000
Pence-Pinckney Roof Restoration	42,000	2		42,000
<b>Bend Campus Total Priority 2 Projects</b>	<b>\$ 1,672,000</b>			<b>\$ 1,657,000</b>
<b>Bend Campus</b>				
MAZama Air Conditioning to Addition	36,000	3		36,000
Upgrade ventilation system in Modoc	60,000	3		60,000
Campus Services prefab metal structure for cinders and equipment	150,000	3		150,000
Chandler DDC upgrade	40,000	3		40,000
PIO Hitchcock Remodel	850,000	3		850,000
Lighting Tie-in to Bldg Automation System in Ochoco	10,000	3		10,000
Library generator stack extension	18,000	3		18,000
BEC skylight replacement	120,000	3		120,000
Pinckney IT: projector, screen, PA system, upgraded lighting	100,000	3		100,000
PHYSical Plant polymer coating for Shop floor	36,000	3		36,000
Mazama Upgrades to Upper Level Common Area	35,000	3		35,000
Ponderosa -A/C	40,000	3		40,000
Enhance Shuttle Bus Stops (10)	20,000	3		20,000
<b>Bend Campus Total Priority 3 Projects</b>	<b>\$ 1,515,000</b>			<b>\$ 1,515,000</b>
<b>Grand Total Priority 1,2,3 Projects</b>	<b>\$ 3,845,262</b>			



## Central Oregon Community College Board of Directors: Information Item

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Subject	Transgender Work Group
<b>Strategic Plan Theme(s) and Objectives</b>	IS.5 Further develop and enhance employees and operational systems to ensure institutional quality and viability. IS.7 Support enrollment and success of underrepresented students.
<b>Prepared By</b>	Alicia Moore, Dean of Student and Enrollment Services

### Background

The US Department of Education issued a "[Dear Colleague](#)" letter in May 2016, providing guidance for K-12 and higher education regarding transgender student issues. While some of this guidance was repealed in early 2017, the State of Oregon also provided its [guidance](#). Highlights of these regulations include:

- Title IX prohibits discrimination on the basis of sex, and gender identity is included in federal and state definitions. Therefore, gender identity is part of Title IX and any harassment or discrimination based on gender identity must be treated the same as other gender-based harassment or discrimination.
- When a student notifies a school that s/he is transgender, the school must treat the student consistent with the student's gender identity.
- A school may not require students to have a medical diagnosis, undergo medical treatment, or produce a birth certificate or other documentation as a condition of treating students consistent with their gender identity.
- Institutions must allow students to participate in sex-segregated activities and access sex-segregated facilities consistent with the student's gender identity.
- Gender identity is protected under Title IX and FERPA.

### COCC Work Group on Transgender Issues

In recognition of an increasing number of questions and concerns raised by transgender students, COCC convened a work group to review policies and practices associated with the use of gender identity and preferred name, facilities considerations, and campus communication and training. The work group members were selected based on their responsibilities for enacting many of the related policies and practices, as well as whose professional associations provide regular guidance on this topic:

- Sharla Andresen, Director of Contracts and Risk Management
- Andrew Davis, Director of Student and Campus Life
- Julie Downing, Instructional Dean

- Alicia Moore, Dean of Student and Enrollment Services (chair)
- Diane Ross, Assistant Director of Human Resources
- Karen Roth, Director of Multicultural Activities
- Joe Viola, Director of Campus Services
- Courtney Whetstine, Director of Admissions/Registrar

### **Work Group: Policy and Practice Changes**

#### Preferred Name

The use of a preferred name for transgender individuals reflects the College's commitment to treat students and employees consistent with their gender identity. By doing so, the College fosters a more respectful learning and work environment where all can excel and thrive.

The Transgender Work Group created a [Preferred Name FAQ webpage](#) for students and a parallel employee FAQ webpage is in development. Students may request to add or edit a preferred name after admissions by emailing [welcome@cocc.edu](mailto:welcome@cocc.edu) and employees may do so by emailing [hr@cocc.edu](mailto:hr@cocc.edu). The option for using a name other than a legal name is open to all students and employees.

A student's preferred name appears on class rosters, email, student ID card, Blackboard, GradTracks, commencement ceremony, and various internal reports. An employee's preferred name is shown on class rosters, grade rosters, ID card, business cards, name badges, training certificates, course evaluations and other locations. Other uses are prioritized for updating, noting that preferred name cannot be used for legal documents.

#### Gender Identity

The work group reviewed COCC systems using gender identity (currently, only COCC's housing software provides options for gender other than a binary gender selection) and other Oregon public colleges and universities' practices. Based on this review, the work group identified a two-part model to identify an individual's legal sex designation and gender identity:

What is your legal sex designation? Male, Female, No Response

What is your gender identity? (select one)

- Agender
- Genderqueer
- Man
- Non-binary, including gender fluid, gender nonconforming, etc.
- Transgender
- Trans man
- Trans woman
- Woman
- Questioning or unsure
- Identity or identities not listed
- Prefer not to indicate

These options will be available in the College's student and employee main information system (available when the College upgrades its system in late fall 2018) and in human resources, student housing, student scholarship, and Continuing Education software.

### New Construction and Remodeling

As recommended by the work group, College Affairs approved the following policy statement:

*When designing and building new buildings, the College will include gender inclusive bathrooms, shower facilities, locker rooms and/or other spaces in which privacy is a consideration. The College will include gender inclusive spaces when facility modifications may affect existing spaces and costs are a reasonable part of the overall project. Consideration of this approach will be part of the design phase of new construction or remodeling.*

### Mazama Locker Rooms

Creating a gender inclusive shower and/or locker room is cost prohibitive given the scope of needed remodeling. Until such a remodel becomes an option, the work group recommended that the existing ADA shower space be curtained off to provide greater privacy. This work will take place in summer 2018.

### Restrooms

The College's identification of gender inclusive restrooms is limited and inconsistent. The work group reviewed a variety of sign options, solicited informal feedback from students, faculty, and staff, and recommended a new sign design. The work group also recommends using "Gender Inclusive" with this signage.

The College currently has single stall restrooms available in the following locations:

Boyle Education Center (second floor)  
Campus Services  
Chandler Building  
Ochoco Annex  
Pence (upper floor next to men and women's restrooms)  
Physiology Lab  
Redmond Technology Education Center  
Prineville Campus  
Science Building (first floor)  
Wickiup Hall (lower level)





**Central Oregon Community College  
 Board of Directors: Information Item**

<b>Subject</b>	<b>ASCOCC Constitutional Amendment – Fee Change/Blue Sky Fund</b>
<b>Strategic Plan Theme(s) and Objectives</b>	IS.4 Strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability.  IS.6 Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.
<b>Prepared By</b>	Alicia Moore, Dean of Student and Enrollment Services Andrew Davis, Director of Student and Campus Life

**A. Background**

In 2006, the COCC student body voted to pay 25 cents per credit “to purchase renewable energy for the campus and, secondarily, to complete sustainability projects on campus” (ASCOCC Constitution, Article VII, Section 2c). This student fee is called the “Green Energy Fee” and the accumulated balance is referred to as the Blue Sky fund (named after the Pacific Power renewable energy program). The current language in the constitution limits the use of the funds to purchasing renewable energy and sustainability projects.

The Sustainability Committee has been working to create a Sustainability Coordinator employee position to help create greater awareness of and attention to College wide sustainability needs. The committee is challenged in doing so as all are volunteers, serve on the committee in a part-time capacity, and committee membership changes from year to year.

With this goal in mind, the Committee approached the College with the concept of using the green energy fee for a staff position. However, after attorney review, recognized that the current green energy fee language does not allow for a staff position. Therefore, the Sustainability Committee worked with ASCOCC to put forth a proposed language change as part of its spring 2018 election to allow for the possibility of creating a sustainability coordinator position through this fee. During the spring 2018 election process, ASCOCC also proposed amending the ASCOCC Constitution with the following changes:

Current Language

A \$0.25 per credit renewable energy fee, up to and including 12 credit hours per term, shall be assessed during fall, winter, spring, and summer terms. This fee is dedicated toward the purchase of renewable energy for the campus. Fees collected in excess of renewable energy charges shall be dedicated toward campus sustainability projects.

Proposed Language

A \$0.25 per credit renewable energy fee, up to and including 12 credit hours per term, shall be assessed during fall, winter, spring, and summer terms. This fee is dedicated toward the



purchase of renewable energy for the campus. Fees collected in excess of renewable energy charges shall be dedicated toward campus sustainability projects, which may include support for a sustainability project coordinator position to manage and oversee sustainability projects on any of the COCC campuses.

62 students voted on the amendment and it passed with 82% of voters supporting the change. Per the ASCOCC Constitution, any changes to the Constitution must be approved by the COCC Board of Directors.

Note that this item is information only at this time and a proposed resolution supporting this language change will be brought to the July Board of Directors' meeting.

June 13, 2018  
Exhibit: 11.f  
Approved: \_\_\_Yes\_\_\_No  
Motion: \_\_\_

Central Oregon Community College  
Board of Directors

**INFORMATION ITEM**

*Prepared by: Betsy Julian – Vice President for Instruction*

**A. Issue**

Course and Program fee changes  
for Licensed Massage Therapy Program (LMT): 2018-19

**B. Discussion / History**

Based on Section A-30-2 of the GP manual, the College Affairs committee has approved the following fee change request: Reduction in Licensed Massage Therapy student licensure fees. The approval is summarized below.

**Licensed Massage Therapy:** The Licensed Massage Therapy Program currently charges an additional \$17 per credit for all 100 level LMT courses for a licensing fee. These fees are collected in an account, then used to pay for a student's licensing and exam fees once the student completes the certificate (\$430-490). The current fees collected solely for this purpose grossly outweigh the actual licensure costs. The future plan is to reduce the fees beginning Fall 2018 and to remove them from all first term classes since that is when the most attrition occurs. The resulting fees collected will still cover all costs associated with student licensure.

**2nd term**

LMT 118, 4 credits x 17/cr = \$68  
LMT 145, 4 credits x 17/cr = \$68  
**\$136**

**3rd term**

LMT 124, 4 credits x 17/cr = \$68  
LMT 140, 4 credits x 17/cr = \$68  
LMT 150, 4 credits x 17/cr = \$68  
LMT 175, 2 credits x 17/cr = \$34  
**\$238**

**4th term**

LMT 135, 3 credits x 17/cr = \$51	\$136
LMT 160, 1 credit x 17/cr = \$17	\$238
<u>LMT 180, 3 credits x 17/cr = \$51</u>	<u>\$119</u>
<b>\$119</b>	<b>\$493 total fees collected</b>

## Student Success:

### Goal Statement:

Provide resources and support to facilitate increased student persistence and educational goal achievement.

### Goal Intention:

Many students who come to COCC leave before reaching their declared educational goal. COCC will proactively guide students to define goals, and will provide resources and support to achieve them. This will result in a measurable improvement in overall persistence and completion.

### What will COCC look like when this goal is achieved?

Students create realistic educational goals, academic plans and pathways, and take the courses they need in an efficient and progressive manner while accounting for their non-academic challenges. Resources are known and accessible. The institution tracks students and targets relevant and appropriate resources. Faculty and staff employ innovative practices to increase student engagement, access and success. Students who enter COCC attain or exceed their educational goals.

## Student Experience:

### Goal Statement:

Provide core academic offerings and student support at all campuses and online.

### Goal Intention:

Access to core academic offerings and services is limited and inconsistent. COCC will provide core academic offerings and student support services in a coordinated, intentional and predictable way to increase equity in the academic experience online and at all campuses.

### What will COCC look like when this goal is achieved?

Students complete core academic courses at any of COCC's campuses and online. Students utilize support resources on all campuses and online. Students identify as part of the College community.

## Community Enrichment:

### Goal Statement:

Engage as a collaborative and contributing partner with the community.

### Goal Intention:

As Central Oregon has grown, opportunities for leadership and collaboration in the community have increased. COCC will cultivate new relationships and strengthen existing connections with workforce, education and other community partners. We will proactively collaborate to meet current and future community needs.

### What will COCC look like when this goal is achieved?

COCC is recognized throughout the region as a leader and partner in building a stronger and vibrant community. Organizations and communities in the region seek our participation and leadership on initiatives that improve our communities. COCC is a leading provider of workforce training and higher education in the region. Students are highly sought for internships and employment after completing their education and training at COCC.

## Institutional Efficiency:

### Goal Statement:

Strengthen systems, policies and procedures to create more proactive, responsive and effective internal processes.

### Goal Intention:

While the College has changed dramatically over the last decade, the institution's operational infrastructure has not kept pace. COCC will examine and improve policies, procedures and systems to make them more efficient, effective and operationally sustainable to provide a high quality work and learning environment.

### What will COCC look like when this goal is achieved?

Faculty and staff at the College can clearly articulate the decision-making processes. College information is provided in an accurate and consistent way across all platforms. Internal and external audiences know how and where to access information in order to stay informed, accomplish tasks and actively participate. Employees identify as part of the College community and contribute to creating an effective, supportive and inclusive learning and working environment with recognized opportunities for professional growth and development.

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

**Prepared by: Matt McCoy, Vice President for Administration**

Subject	Facilities Master Plan Approval
Strategic Plan Themes	Strategic Plan Objectives
Institutional Sustainability	<p><b>IS.2</b> - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.</p> <p><b>IS.6</b> Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.</p> <p><b>IS.8</b> Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.</p> <p><b>IS.9</b> - Maintain student affordability while ensuring efficient and cost effective operations.</p>
Transfer and Articulation	<p><b>TA.1</b> - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.</p>
Workforce Development	<p><b>WD.1</b> - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.</p>
Lifelong Learning	<p><b>LL.3</b> Expand options for accessibility and instructional delivery in Continuing Education.</p>

**A. Background**

COCC's history of facilities and campus planning dates back to the 1970s. Facilities plans were prepared on average every ten years. The most recent facilities master plan originated in 2002, with an update in 2007.

The College's 2018-2028 Facilities Master Plan (FMP) addresses the current and future direction of the College, considering potential growth in the context of existing facilities and campus infrastructure. The FMP is the result of a comprehensive master planning process, producing a ten-year master plan to guide College growth while taking into consideration appropriate College design considerations, sustainability, siting and development of new facilities and renovation of existing facilities. The process involved a Master Plan Steering Committee, the COCC Board of Directors, faculty, staff and students, as well as community members. Outcomes of the process include designating development areas, circulation routes, parking areas, gateways, and identifiable campus perimeter presence for existing and anticipated College campuses.

Work of the Steering Committee included consideration of instructional visioning, extensive analysis of facilities utilization, and deliberation on current and future sustainability outcomes and technology needs. These efforts produced a set of Master Plan Guiding Principles. The Guiding

Principles create a framework for academic focus and community engagement that is supported by campus facilities and technology. The Principles include focus on the following:

- Broadening the Reach of COCC – Branch Campuses as “Center of Excellence”
- Reinforcing Community Partnerships – CTE Programs for Example
- Improving Student Life
- Maintaining a Welcoming Campus
- Improving Instructional Delivery Tools
- Highlighting Academic Transfer
- Highlighting Education Partnerships

Through the labors of the FMP Steering Committee, with input from a broad audience, the FMP offers a strategically planned way forward with regard to facilities at the Prineville, Madras, Redmond and Bend campuses. As opportunities for College facility investment occur – opportunities that may not exist in today’s limited resources environment – the College is poised to make well informed decisions that will have positive impact for decades to come on the students and communities we serve.

**B. Options/Analysis**

Approve the 2018-2028 Facilities Master Plan developed over the past year.

Decline to approve the 2018 -2028 Facilities Master Plan.

**C. Timing**

Approving the Facilities Master Plan provides guidance to the College on facilities decisions for the next decade and beyond.

**D. Budget Impact**

The cost of developing the Facilities Master Plan was included in previously adopted budgets and remained within the approved budget. Future projects identified in the FMP may be funded as resources allow and determinations to pursue projects are made by the Board and College.

**E. Proposed Resolution**

Be it resolved that the Central Oregon Community College Board of Directors approve the 2018-2028 Facilities Master Plan.



# Central Oregon Community College 2018-2028 Facilities Master Plan



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# Executive Summary

The 2018-2028 Facilities Master Plan will provide Central Oregon Community College with a strategy for planned academic growth and facility improvements to support its collective vision for the future. Prompted in part by unprecedented growth in enrollment, which peaked during the 2012-2013 academic year, COCC has expanded significantly in the past decade, with new facilities added to its Bend and Redmond campuses, and the creation of new campuses in Madras and Prineville. The majority of this expansion was funded by the 2009 bond.

The goal of the current planning process is to assess academic needs and facility utilization, ensuring that instructional needs are supported by appropriate spaces and facilities. This process involves an engagement strategy that shares ideas with and solicits input from students, faculty, and staff from all four campuses, plus local and regional governing bodies.

## **Instructional Visioning**

Workshops were conducted with the College leadership and faculty from both the Bend and Redmond Campuses to review the current Academic Master Plan and identify COCC's "Areas of Excellence" and programs that require improvement. Highlights from these visioning sessions include:

### **Bend Campus**

- Continue balanced support of academic transfer and CTE programs.
- Support instructional needs with campus technology and infrastructure.
- Improve and expand activities supporting Student Engagement.
- Continue to foster and develop community partnerships.

### **Redmond Campus**

- Become a "Comprehensive Campus" - create a student center on campus.
- Expand academic transfer programs.
- Enhance and develop CTE programs including relocating the automotive program from Bend.

With the new facilities in Madras and Prineville, each campus has seen growth in their program offerings. COCC will continue to support and seek to expand face-to-face learning experiences on these campuses when appropriate and warranted. However, the use of technology and distance learning will be important for their future success, which will provide additional access to instructors, experiences, and materials from the Bend and Redmond campuses.

### **Facility Utilization Analysis**

Bolstered in part by the 2009 bond, all four campuses have added new and/or significantly renovated facilities in the past decade. A comprehensive utilization analysis was conducted for each campus to assess the impact of all college facilities, including the new and improved spaces, and where future improvements should be focused. The analysis indicates that the majority of instructional spaces are currently underutilized. Classrooms and labs in the new facilities are appropriately sized and equipped, but older spaces on campus require improvement to support a more dynamic teaching pedagogy. Over the next 10 years, the focus should be on the renovation of existing spaces to improve their size, flexibility, and their ability to effectively utilize new technology.

### **Bend Campus**

The Bend Campus has seen significant improvements over the past 10 years. New facilities have been constructed to support student life (Campus Center and Residence Hall), health careers programs, culinary arts, and the sciences. Other facilities have been renovated to provide an enhanced learning environment. The utilization analysis indicates the campus has adequate classroom and lab space for current and future growth, suggesting the focus for the next 10 years will be to renovate existing spaces to support more flexible learning environments and to repurpose spaces vacated by programs that have moved to new facilities. These upgraded spaces will support academic transfer and CTE focused programs.

With the addition of the new Wickiup Residence Hall and a three-fold increase in full-time students residing on campus, expansion of student life programs could be critical to the continued success of the residence hall and on-campus student activities. Proposed improvements to support student life include the renovation and expansion of the Mazama Gymnasium into a modern student recreation center and the addition of a second year-round turf recreation field.

From its inception, College Way has physically divided COCC's campus, negatively impacting campus continuity and contributing to challenging wayfinding. In the next 10 years, this master plan proposes utilizing College Way at times as a pedestrian mall, creating a pedestrian focused space that becomes the center of academic and student life at COCC. Supporting the limited vehicular access to College Way would be improvements to campus wayfinding, visitor information booths and additional roadways to circumnavigate campus.

### **Redmond Campus**

With an increasing number of COCC students originating from the Redmond area, the Redmond Campus is focusing on becoming a "comprehensive campus" within the next 10 years. To achieve that status, improvements to student services, food service, library, and instructional spaces will be needed.

It is proposed to convert Building 2 into a Student Center, which will provide student support activities, library facilities, and food services. This new Student Center would become the heart of the Redmond campus, giving students a true "home base" that currently does not exist. Similar to the Bend campus, current classrooms, and labs have utilization capacity, but improvement to existing spaces will increase their effectiveness and flexibility. There is also the opportunity to relocate the automotive program from Bend to Redmond, consolidating all automotive programs on a single campus, and providing space for future growth. Additionally, consideration is being given to adding a general purpose classroom building to deliver broad instructional and workforce services to the Redmond region, and enhancing the College's ability to serve Warm Springs, Madras, and Prineville.

To support the goal of becoming a comprehensive campus, improvements to campus circulation, open space, and wayfinding will enhance student access and public awareness of the campus. Expanding pedestrian paths between buildings will support the new Student Center, reinforcing it as the campus hub.

### **Madras Campus**

The Madras Campus was created in 2011. The facility was designed to accommodate numerous activities and is serving the campus well. In the next 10 years, COCC has the opportunity to increase its campus size from 15 to 30 acres if it elects to expand the facility by an additional 5,000 square feet (based on the current agreement with the land donor). Areas of focus for this additional building area include creation of spaces to support distance learning and a science lab for academic transfer programs, agricultural partnerships with the surrounding community, and early childhood education.

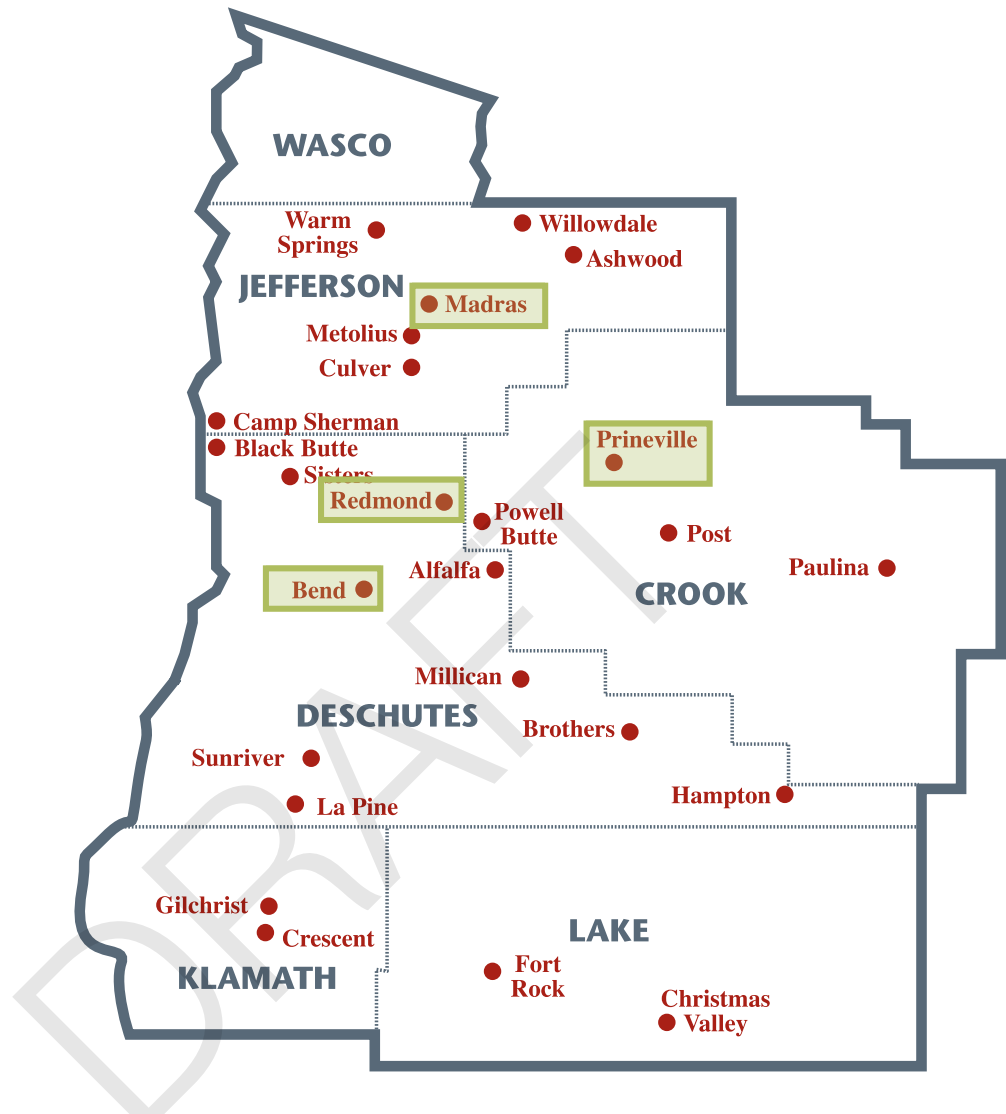
Supporting the building expansion would require additional parking plus a potential solar array that may provide enough power for the campus to achieve a “net zero” status.

**C OCC Crook County Open Campus in Prineville**

Established in 2011, the Prineville Campus is a valuable asset to both COCC and Crook County. The jointly owned facility has capacity for program growth with the focus on distance learning and academic transfer offerings. Sharing a campus with the Oregon State University Extension Service and Crook County present opportunities for academic partnerships that will continue to be explored.

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# Introduction



## College History

Central Oregon Community College began in 1949 as an extension of the Bend School District. Classes were held in the evening at the original Bend High School. By the middle of the 1950s, the College was outgrowing the space borrowed from the Bend School District. Local voters approved a budget for the College in the spring of 1957. The formation of the College District began in the fall of 1959 and by 1962 the College Board recognized the urgent need for a campus.

The site chosen was Awbrey Butte, just west of Bend. The original 140-acre parcel was a gift from Robert L. and Joyce Coats of Bend. Other gifts of land adjoining the site were made by the Mooers family and Dr. J.C. Vandervort. These gifts, plus two purchases, have brought the current Awbrey Butte campus area to a total of 201 acres.

**1960-1969**

The decade of the 1960s saw the development of the Central Oregon Community College Bend campus. In 1963, construction began on four buildings, Deschutes, Modoc (original), Ochoco, and Jefferson. The next year, two more buildings were completed: Metolius and Grandview. In 1966 and 1967, the College added Juniper Hall, Pence, and the original Library (now called Modoc).

**1970-1979**

During the 1970s only three major buildings were constructed on campus. Mazama Gymnasium and Ponderosa were built in 1971 and Pioneer in 1976. In 1974, three temporary buildings and the Campus Services Buildings were constructed. An addition to Grandview was also completed in the 1970s.

**1980-1989**

In the 1980s there were four building projects completed on the Bend Campus. Ochoco, which connects Modoc (original) and Ochoco (the old building), was completed in 1981. In 1983, the Pinckney Center was built and in 1987, the Exercise Physiology Lab was constructed. In 1989, the Boyle Education Center was completed.

**1990-1999**

During the 1990s, four significant buildings were added – two on the Bend Campus and two in Redmond. Money came from a successful bond measure, grants, partnerships, and money leveraged against future income. These projects included Newberry Hall on the Bend Campus in 1993; the Oregon Innovation Center/Redmond College Center and the Redmond Workforce Connection in 1997 and 1998, both at the Redmond Campus; and the Library in 1998. The money from the bond measure also allowed for renovation to the old library into an instructional building, now called Modoc. In addition, using College construction dollars, significant renovations were done on Grandview, and an addition was constructed on Ochoco, also increasing instructional space at the Bend Campus.

**2000-2009**

The addition of the Manufacturing and Advanced Technology Center (MATC) (Redmond Campus) was completed in time for the Fall 2001 term. Cascades Hall, a 38,245 square foot general purpose classroom building was completed during the Summer of 2002 to serve the OSU-Cascades Campus.

**2010-present**

With the passing of the 2009 bond, COCC made significant improvements to all of its campuses. It added the Health Careers Center and the Science Center to its Bend Campus. The Redmond Campus improved its classroom and labs with the addition of the Redmond Technology Education Center. Madras and Prineville both established new campuses containing multipurpose instructional spaces to accommodate flexible educational needs. Unrelated to the bond, the Bend Campus also saw the addition of the Jungers Culinary Institute and the development of the infrastructure of the southwest corner of the campus. Also unrelated to the 2009 bond, the next expansion on the Bend Campus was Wickiup Residence Hall, tripling the potential number of students residing on campus.

## Master Plan Purpose and Process

The goals and intent of this master plan and planning process is to establish a framework for thoughtful, organized, and sustainable growth supported by an inclusive process involving students, faculty, staff, and community members. COCC encompasses all or part of six Central Oregon counties and their many communities, large and small. A core element of this process was to understand the educational needs of the region and determine how best to address them with campus and facility planning.

The planning process included the guidance of a Steering Committee, with committee members representing the COCC Board of Directors, faculty, and staff. The process began with education visioning sessions for both the Bend and Redmond Campuses, and an analysis of current and future needs of the Madras and Prineville Campuses. These sessions explored the academic strengths and weaknesses, identifying and informing program focuses for the future. To accompany the visioning, a utilization analysis was conducted to assess the effective use of classrooms and labs and compare current usage with previous peak use.

With data from the visioning and utilization analysis, the Steering Committee developed the “Master Plan Guiding Principles.” These principles are intended to act as a framework for development and growth for each campus, supporting the academic vision and community needs. Each campus was then analyzed with recommended improvements to support the guiding principles.



Bend



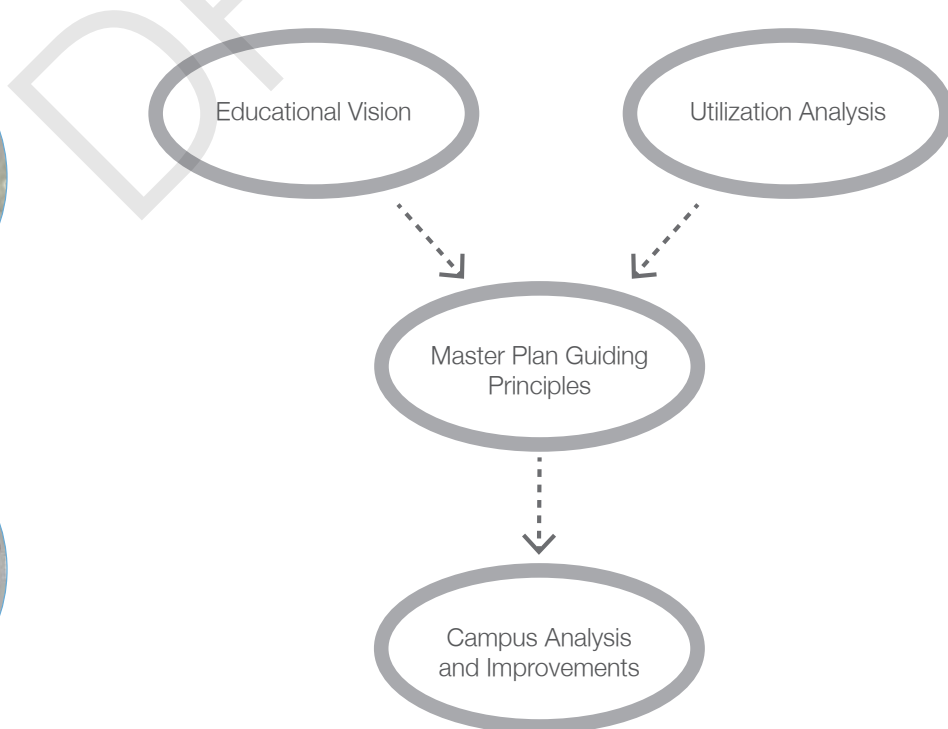
Redmond



Madras



Prineville





**Steering Committee Members**

Mike Beaulieu	Campus Services Operations Supervisor
Dan Cecchini	Chief Information Officer
Laura Craska Cooper	COCC Board of Directors
Rebecca Franklin	Dept. of Forest Resources
David Ford	COCC Board of Directors
Michael Gesme	Dept. Chair, Fine Arts and Communications
Colette Hansen	Dept. of Fine Arts and Communications
Eddie Johnson	Biology Professor & Faculty Forum President
Matt McCoy	VP for Administration
John Mundy	COCC Board of Directors
Katie Perez	Science Lab Technician
Tina Redd	Redmond Campus Director
Vikki Ricks	COCC Board of Directors
Lora Szaraniec	Graphic Designer

**Opsis Architecture**

Jim Kalvelage

Mark Stoller

# Educational Vision



## Educational Programs

COCC offers a large array of diverse educational programs. The majority of programs are provided at the Bend Campus, with some programs available at the Redmond, Madras and Prineville Campuses.

Programs include:

### **ADDICTIONS STUDIES AND HUMAN SERVICES**

Addictions Studies is a tremendously diverse field of study devoted to preparing students as professionals in addictions counseling, while also providing introductory courses in mental health. Courses include basic information about group dynamics, community resources, case management, interviewing, and other helping skills.

### **AGRICULTURAL SCIENCE**

This degree program fulfills many of the lower-division requirements of a Bachelor of Science in agricultural sciences from Oregon State University, Corvallis. Students will complete courses such as Accounting, General Biology, Chemistry and Soils: Sustainable Ecosystems.

### **ALLIED HEALTH**

Graduates of COCC's Allied Health programs work as dental assistants, dietary managers, massage therapists, medical assistants, and more. For courses in specific programs, see individual Allied Health programs in Dental Assisting, Health Information Technology, Massage Therapy, Medical Assistant, Nursing, Paramedicine, Pharmacy Technician and Veterinary Technician.

### **ANTHROPOLOGY**

Anthropology is the study of humankind. Physical anthropology focuses on where we came from and how we evolved into the rich variety of people we are today. Anthropology examines cultures and civilizations of the past to illuminate the present. Cultural anthropology explores the differences and similarities in humans from the Yanomamo of the Amazon Jungle to the Amish of Pennsylvania.

### **ART**

COCC's Art program includes courses in art history, basic design, painting, ceramics, jewelry and metalwork, drawing, photography, figurative sculpture and watercolor. Students and faculty members participate in several art exhibits each year.

### **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology program emphasizes educating students as multi-skilled workers with the ability to complete a wide variety of tasks within the automotive technology service and repair setting. Entry-level courses are offered in a self-directed, outcome-based format to provide flexibility for students' schedules. A majority of courses are in a hands-on lab environment.

### **AVIATION - PROFESSIONAL PILOT**

The Aviation program is designed for the person who wants to become a professional pilot (airplane or helicopter), but it is open to anyone wishing to learn to fly, add an additional rating, or learn about the rapidly growing Unmanned Aerial System industry.

### **BIOLOGY**

Biology is the study of life. Molecular, cellular and ecological discoveries form the basis of biology, and are applied to the associations that exist among living organisms, including human evolution.

## **BUSINESS ADMINISTRATION**

The many courses in Business Administration provide a solid foundation in business education with a variety of certificates and degrees for immediate employment or transferability toward a bachelor's degree. Study areas include accounting, entrepreneurship, management, marketing, and retail operations.

### **CCI: BAKING AND PASTRY ARTS**

Exposes students to the systematic processes, from foundation to advanced skill mastery, of classical and contemporary baking and pastry arts techniques, and serves as a competency-based learning experience that prepares students for a successful career within the baking and pastry industry.

### **CCI: CULINARY ARTS**

Exposes students to the systematic processes, from foundation to advanced skill mastery, of classical and contemporary culinary arts techniques and serves as a competency-based learning experience that prepares students for a successful career within the culinary arts industry.

### **CCI: HOSPITALITY MANAGEMENT**

Provides students the skills the hospitality industry requires to be successful - specifically skills in management, hospitality technology, food and beverage operations, marketing, customer service, financial analysis, and hospitality law.

## **CHEMISTRY**

Chemistry is the study of matter and the changes it can undergo. COCC coursework includes three full-year sequences in Introductory as well as General Chemistry and Organic Chemistry. Research, teaching, food science, and environmental and medical applications are all areas in which a chemist might be involved.

## **COMPUTER & INFORMATION SYSTEMS**

The Computer and Information Systems (CIS) degree program is designed around a core curriculum and four distinct options. The program's core provides an introduction to computer concepts, software applications, operating systems and networking. Degree options include Computer Aided Drafting (CAD), Desktop Support, Networking, and Web Development.

## **COMPUTER SCIENCE**

This degree program was created through a statewide agreement and allows students to transfer to any Oregon public university with junior status for registration purposes. Courses include Computer Science Orientation, Computer Science I & II, and Calculus.

## **CRIMINAL JUSTICE**

The Criminal Justice program prepares individuals with the knowledge, attitudes and skills needed for employment in the criminal justice field, including law enforcement, corrections, private security, and parole and probation.

## **CAREER/LIFE PLANNING**

Career/Life Planning courses provide self-exploration strategies to create success in college, career and life. Students examine interests, skills, values, preferences, abilities, personal traits, and lifestyles to begin the development of a plan of action to achieve life and career goals.

## **DENTAL ASSISTING**

The Dental Assisting program trains individuals in a broad range of clinical and administrative skills including preparing dental patients for examinations and treatments, performing radiographic procedures, and preparing dental materials.

## **EARLY CHILDHOOD EDUCATION**

The Early Childhood Education program provides students interested in working with children ages birth through age 8 with a foundation in the theoretical, social, historical, and legal aspects of early childhood programming. The associate degree programs provide the foundational knowledge, field experiences and common skills and strategies that prepare students for multiple roles within the field of early childhood education including upper-division and graduate work.

## **ECONOMICS**

Economics is the study of the choices, in our personal lives, as a business enterprise, and as participants in a global society. The study of economics provides a unique set of tools in which to observe the world around us.

## **EDUCATION**

COCC offers lower-division coursework for students preparing to become teachers in Oregon. In Oregon, students may achieve an initial license to teach through a bachelor's program, a post-baccalaureate program, or a master's-level program. Students prepare to teach at different grade levels of authorization, depending on their background, interests and the requirements of specific programs of study.

## **ENGINEERING**

COCC offers three pathways in the engineering field: introductory requirements for an engineering and physics transfer, a general engineering technology transfer, and a Career and Technical Education program transfer. Courses are strongly linked to prerequisites in mathematics, including calculus and physics.

## **EXERCISE SCIENCE/KINESIOLOGY**

Interested in being an athletic trainer? Preparing for medical or physical therapy school? COCC has two different options for students who are interested in pursuing a career in exercise science. Courses include Care & Prevention of Athletic Injuries, Anatomical Kinesiology, Nutrition for Health, and Sport & Exercise Psychology.

## **FOREST RESOURCES TECHNOLOGY/FORESTRY**

The Associate of Applied Science (AAS) degree program in Forest Resources Technology provides the education and practical skills needed to succeed as a technician in forestry and natural resource fields throughout the Western U.S. The AAS degree program from COCC is recognized by the Society of American Foresters.

## **GEOGRAPHIC INFORMATION SYSTEMS**

The Geographic Information Systems (GIS) program is built on a foundation of computer-aided mapping and surveying technology for collecting spatial data, database generation, and manipulation of tabular data, and GIS-specific courses for organization, analysis and reporting.

## **GEOGRAPHY**

Geography seeks to explain why things are where they are and the consequences of that location. It is also the study of the physical world, its inhabitants, and the relationship between the two.

## **GEOLOGY**

The nature and origins of rocks and minerals and the processes responsible for Earth's structures and landforms, plus a history of the planet are all topics included in the study of geology.

## **HEALTH AND HUMAN PERFORMANCE– ACTIVITY CLASSES**

COCC's Health and Human Performance department offers a host of activity classes throughout the year, including classes that fulfill degree requirements and classes that provide excellent activity, taught by professional instructors.

## **HEALTH AND HUMAN PERFORMANCE– HEALTH CLASSES**

Health classes are offered singularly to the general public or to degree-seeking students as part of COCC degree program requirements. Some courses provide specific skills in CPR or first aid and others help students develop a comprehensive approach to health and wellness.

## **HEALTH INFORMATION TECHNOLOGY**

COCC's Health Information Technology program prepares students for local or national employment opportunities in the medical field of information management. Health Information Technology is among the top-10 fastest-growing careers in the country.

## **HEALTH/WELLNESS COACHING**

This program focuses on empowering students to help others through prevention of illness, injury and disease by effective application of principle and practices of holistic wellness and life coaching. Successful completion of coursework will assist students with the preparation necessary to complete national certification in wellness or life coaching certifications through the American College of Sports Medicine, Wellcoaches Corporation, International Coach Federation, and National Wellness Institute.

## **HISTORY**

History illuminates and analyzes the human past through primary and secondary evidence. Students of History learn to think with rigor, to write with clarity, to research, organize and assess evidence, and to interpret complex information. Students develop a foundational skill set that can lead to careers in fields such as education, government, international work, marketing, public relations, nonprofit, business, journalism, museum work and law. Themes include politics, ethnicity, wars, sexuality, music, social class, religion, ideas, and other topics that reveal the human experience.

## **HUMAN DEVELOPMENT**

Classes offered under the Human Development department are intended to enhance student performance leading to successful outcomes. Classes include: Career Planning, Life Planning, College Success, Procrastination and Motivation, and Clarifying Values.

## **HUMAN SERVICES**

Human Services programs prepare students to work for organizations that serve people in need. Students learn the theories, principles and practice of providing services. Human Services jobs can include drug abuse counselor, youth worker, mental health aide or probation officer, and provide services to schools, prisons, government agencies and nonprofit groups.

## **HUMANITIES/FILM**

Humanities and film classes fulfill humanities discipline studies and elective requirements with a broader focus than traditional literature classes. Humanities classes include several genres, which may include literature, film studies, music and art with a specific focus (such as American multiculturalism, non-Western cultures, popular culture, and film arts).

## **JOURNALISM**

COCC's Journalism courses are exciting, as many are linked to COCC's award-winning student newspaper, "The Broadside". In Reporting 1 and 2 students learn the skills and ethics needed to practice a profession vital to American democracy.

## **LIBRARY**

COCC's Library courses are designed to introduce the competencies and skills students need to locate, retrieve, evaluate, analyze and use information at the college level.

## **LITERATURE**

Literature courses fulfill humanities discipline studies and elective requirements, focusing primarily on the study of written fiction. They include courses in specific genres (fiction, drama and poetry) as well as survey courses in American, British, children's and Western world literature. All courses are open to students in any field; some courses are required for specific programs such as Education or an Associate of Arts in Humanities.

## **MANUFACTURING TECHNOLOGY**

The Manufacturing Technology program is a self-directed, outcome-based program offered exclusively at the Redmond Campus. Courses offered prepare students for careers in welding, manual machining, and CNC machining.

## **MASSAGE THERAPY**

As one of the few Massage Therapy degree programs in the country, COCC's program offers the best training possible. Graduates work with naturopaths, sports teams, cruise ships, veterinarians, and in private practice, just to name a few. Students choose from either a one-year certificate or two-year associate degree program and are prepared to take the Oregon Board of Massage Therapists licensure exam.

## **MATHEMATICS**

Math is required for every degree. COCC has some of the most talented and patient instructors around to help build math skills and get students moving on the right track toward their degree.

## **MEDICAL ASSISTANT**

The Medical Assistant program is a one-year certificate program that begins fall term. The program trains individuals to assist health care providers in their offices or other medical settings in both clinical and administrative procedures and is accredited by the American Association of Medical Assistants.

## **MILITARY SCIENCE**

Military Science courses offer entry-level leadership classes and practical exercises and are open to any student with or without an interest in a military career. Courses can be taken individually to acquire leadership skills as a part of earning a bachelor's degree in their chosen field. Students can simultaneously work toward an army commission through the Reserve Officers Training Corps (ROTC).

## **MUSIC**

COCC is home to a thriving music program aimed at cultivating the talents of musicians in our community. We offer numerous courses in music theory, music fundamentals, and music history, including jazz and rock. Students also have the opportunity to participate in vocal and instrumental performing ensembles.

## **NURSING**

COCC's Nursing program is accredited by the Oregon State Board of Nursing to provide students with the academic and clinical preparation to sit for the national licensure exam upon completion of the program. The Nursing program provides a career ladder with exit points at the practical nurse and registered nurse levels. Students, regardless of desired exit point, apply and enter the nursing program together.

## **OUTDOOR LEADERSHIP**

The Outdoor Leadership program provides an associate's-level education and development in outdoor leadership and is grounded in the principles of lifelong learning, environmental stewardship, personal growth and leadership. The program emphasizes experiential methodologies to combine theory and practice in a strong field-based curriculum.

## **PARAMEDICINE**

The Associate of Applied Science degree (AAS) in Paramedicine is designed for students seeking an Emergency Medical Technician career in either the fire service or private ambulance environment. The program meets or exceeds the required technical skills and knowledge necessary for national and state licensing testing.

## **PHARMACY TECHNICIAN**

This three-term program is developed to prepare individuals for employment in the pharmacy setting. Pharmacy technicians are skilled workers who are educated and trained to work in a pharmacy and assist in all areas of the pharmacy not requiring the professional judgment of the registered pharmacist.

## **PHILOSOPHY**

Philosophy courses offer instruction in introductory philosophy and in the three main branches of philosophy: epistemology, ethics and logic. They fulfill humanities and elective requirements. All classes assume college-level readiness in reading, writing and critical thinking.

## **PHYSICS**

Study includes principles and applications of the major concepts of Newtonian mechanics plus basic electrostatic, magnetic interactions, periodic behavior, and modern physics topics. Studies in General Physics (PH 201, 202, 203) meet basic requirements for pre-health and life science programs.

## **POLITICAL SCIENCE**

Political Science studies the critical issue of governance in modern times. From federal institutions to local businesses, political structures exist to provide means and processes through which public needs are met. A study of political science introduces the student to political values, processes, institutions, and strategies for analyzing equity within society.

## **PUBLIC HEALTH**

This program prepares the health education leaders of tomorrow and the degree is designed to transfer to Oregon public universities as well as several out-of-state universities. The Health Promotion courses emphasize a foundation in public health, nutrition and related fields.

## **PSYCHOLOGY**

Psychology is the scientific study of behavior. The social, emotional and physical development and functioning of humans and non-humans are investigated to help students understand themselves, other people and the organisms with which they inhabit the Earth.



**SOCIOLOGY**

Sociology examines the relationship between individuals and society. Influences of interactions with family, friends and other social groups are explored, as well as how the individual is shaped by political, economic, social, religious, and historical conditions.

**SPEECH COMMUNICATION**

COCC's Speech Communication program offers courses in public speaking, small-group communication, interpersonal communication, as well as classes on the media, gender, intercultural communication, and communicating love.

**STRUCTURAL FIRE SCIENCE**

Structural Fire Science (SFS) courses are designed for students seeking a career in the fire service industry or upgrading their skills for current fire service employment. Structural Fire Science courses are offered fall, winter and spring terms.

**STUDY SKILLS**

Emphasizes the successful and realistic components of academic and life planning; courses address both study skills and personal characteristics needed to ensure a successful transition to college and achieve positive outcomes while in college.

**THEATER ARTS**

The Theater Arts program at COCC is an engaging mix of hands-on experience and classroom instruction. Students enjoy classes taught by a professional director and actor.

**VETERINARY TECHNICIAN**

The Veterinary Technician program offers coursework and clinical experience to prepare students to successfully pass the National Veterinary Technician Board Examination to become certified veterinary technicians (CVT).

**WILDLAND FIRE/FUELS MANAGEMENT WILDLAND FIRE**

This course of study prepares students for entry-level work with wildland fire suppression agencies, and provides a solid foundation for more advanced wildland fire training. Some courses involve hands-on training needed to manage controlled burns, implement fuels planning, work with fire suppression tactics and more.

**WORLD LANGUAGES**

The World Language program provides first- and second-year instruction in French, Spanish, German, and an introduction course in Mandarin Chinese. First-year classes are the equivalent of three years of high school instruction in the language; second-year classes are for students who have completed either first-year college classes or three years of high school instruction.

**WRITING**

Writing classes are available at every level from transitional courses, which assume preparation at or below the 8th-grade level in reading and writing, through research writing and specialized classes such as technical, business, and creative writing (fiction, non-fiction, poetry and scriptwriting).

## COCC Academic Master Plan

The 2015-2018 Academic Master Plan (AMP) identifies instructional priorities designed to enhance teaching and learning and student success. The AMP provides a framework for intentional decision-making, strategic planning, and prioritizing of people, resources, and operations in instruction.

### COCC Mission:

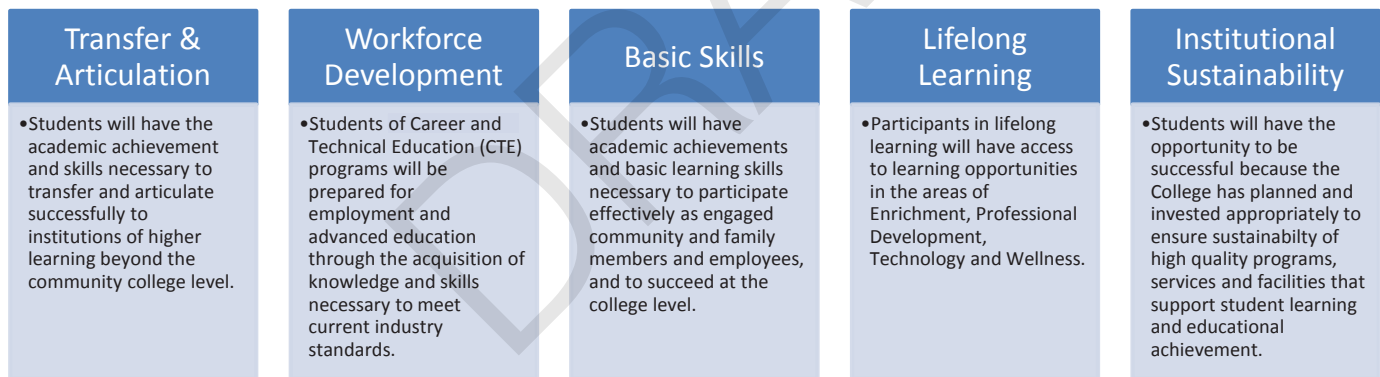
COCC promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.

### COCC Vision:

To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

### COCC's 2013-2018 Strategic Plan

COCC's Strategic Plan centers around five themes: Transfer and Articulation, Workforce Development, Basic Skills, Lifelong Learning, and Institutional Sustainability. The AMP goal focuses on fulfillment of the outcomes for each theme.



### Academic Master Plan Goal

Promote student success by enhancing teaching and learning at all Central Oregon Community College campuses.

## **ACADEMIC PRIORITIES AND OBJECTIVES**

### **Provide comprehensive, accessible instructional resources.**

- Prioritize and select technologies that enhance instructional effectiveness.
- Prioritize and provide quality learning spaces at all campuses to enhance student experiences.
- Use the feedback of systematic annual needs assessment to improve academic student support services at all campuses.

### **Attract, recruit and retain a diverse, highly qualified faculty.**

- Maintain and continue to increase the ratio of full-time tenure track to part-time faculty to provide program stability and improve student retention and success.
- Provide financial support and resources for faculty innovations and professional development to promote high-quality instruction.
- Support the Center for Teaching and Learning to advance excellence and innovation in instructional practices.
- Use a faculty review process that ensures high-quality teaching and learning.

### **Review and improve programs and processes.**

- Review and promote processes that provide opportunities toward student retention and degree completion.
- Develop a scalable approach to assessing student learning at the program, focus area and course levels.
- Develop a program support and improvement process.

### **Provide equitable, appropriate faculty, programs and processes at Redmond, Madras and Prineville (RMP) campuses.**

- Identify anchor academic programs for Redmond, Madras and Prineville that reflect input from community partners.
- Identify an RMP campus representative to inform and engage with the President's Advisory Team about local instructional concerns and issues.
- Provide adequate full-time faculty at each campus.
- Provide appropriate academic student support services at all campuses particularly in the areas of academic advising, financial aid and new student orientations.

### **Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC's curricula and programs.**

- Facilitate success for transfer students by articulation agreements with local and regional higher learning partners.
- Coordinate programs, curricula and resources with OSU-Cascades to ensure seamless student transition from COCC to OSU-Cascades.
- Strengthen instructional partnerships with K-12 partners to encourage and facilitate transition from local high schools to COCC.
- Coordinate visions of local education, business, nonprofit and community partners to identify areas of instructional strength and growth for the mission of each COCC campus and prepare students for successful transition to the workforce.

## Instructional Assessment

A comprehensive review of the COCC Academic Master Plan (AMP) and its Instructional Programs at the Bend, Redmond, Madras and Prineville Campuses was conducted, identifying each campus' "areas of excellence," as well as areas that require improvement. This assessment informed the facilities planning process and requirements for the facilities that support COCC's academic and student programs.



### BEND CAMPUS

#### Areas of Excellence

- High quality instruction
- Comprehensive mission
- Campus location and welcoming feel - recruitment activities
- Transfer students have positive student-to-faculty ratio – quality “face-to-face” time
- Continuing Education
- Community Partnerships
  - Nursing / Dental / Licensed Massage Therapy, Aviation, Veterinary Technician, Forestry, Fire Science / Emerging Medical Technician, Culinary, Early Childhood Education, Criminal Justice, Manufacturing
- Art and Music programs
- Math department
- Faculty scholarship / research – high number of faculty have Ph.D.s
- Student services and testing
- Student support activities and facilities
  - Campus Center, Tutoring Center, Library / Learning Commons
- Campus technology infrastructure
- Campus used as a classroom
- New and renovated facilities from previous bond
- Partnerships with regional K-12 School Districts

### Areas of Improvement

- Broader reach of COCC to its community - branch campuses
  - o Coordinated network approach
  - o Use technology to support distance learning
  - o Improve technology at branch campuses
- Expand distance learning and online instruction
- Continue community partnerships and improve enrollment
  - o Health Careers
  - o Culinary
- Improve the quality of instruction
  - o Increase the number of “flexible learning environments” on campus, similar to those created in the Science Center and Health Careers Center
  - o Improve small and poorly equipped classrooms
  - o Create demonstration classrooms similar to the Teaching and Learning Classroom (TLC) in Deschutes Hall to allow faculty to experiment with new teaching styles and technology
  - o Create spaces that support group study similar to those in the Science Center
- Integrated student support – consolidate functions on campus
- Improve and expand student life
  - o Create spaces and activities that invite students to stay on campus throughout the day
  - o Create student gathering spaces on campus
  - o Improve student recreation – expand Mazama Gymnasium
- Improve / expand Mazama Gymnasium/Fitness Center
  - o Support CTE and Transfer programs
  - o Exercise Science and Outdoor Leadership programs
  - o Student health and wellness
  - o Community activities



## Redmond Campus

### Areas of Excellence

- Academic Transfer
- Increasing enrollment
- CTE Programs
  - Auto Hybrid / Electric, Veterinary Technician, Welding, Pre-Nursing, Manufacturing
- Community partnerships
- Madras and Prineville faculty space (offices)
- Technology hub for Madras and Prineville
- Students more comfortable on Redmond Campus than Bend

### Areas of Improvement

- Need to increase lab space - manufacturing currently has seven mills and seven lathes
- Industry partnerships
- CTE Program Offerings
  - Robotics / Mechatronics
  - Oregon Tech Partnership
  - Automotive
  - Aviation
  - UAV Technicians (unmanned aerial vehicles)
  - Micro-Processing Manufacturing
  - Reverse training for engineering students
  - Occupational skills
  - Bio Technology
  - Fire Science Center / Emergency Preparedness Center
  - Nondestructive Testing
- Offer basic business classes
- Campus security
- Parking at Technology Education Center
- Veterinary Technician classroom with storage

## **Becoming a “Comprehensive Campus”**

- Food services
- Student Center – general student support services, including:
  - o Physical and mental health
  - o Advising, tutoring and testing, library
  - o Veterans Center
- Recreation space
- Art studios / Flex spaces

## **Madras and Prineville Campuses**

### **Educational Plans**

The current educational plan is to offer two courses per time block throughout the fall, winter and spring terms, which utilizes approximately 50% of the Madras and Prineville Campuses' capacity. When followed, this plan allows students to complete the Oregon Transfer Model (OTM) in one academic year and the Associates of Arts, Oregon Transfer degree (AAOT) in two academic years at each campus. Additional developmental and community enrichment courses will utilize excess capacity in the building.

OTM and AAOT serve the greatest number of students and are most cost effective for these campuses.

### **Madras**

The most significant challenge facing the Madras campus is recruiting and retaining qualified instructors for OTM and AAOT required courses. CTE programs (Health Careers, Manufacturing, Automotive) requiring specialized facilities are currently located in larger population centers of Bend and Redmond and are within a one hour drive from Madras or Prineville.

Students' preference for online courses, as indicated by current waitlist reports, may be affecting enrollments in local classroom registrations. Looking forward, these and other factors that arise will be considered when developing and implementing an educational plan for both the Madras and Prineville Campuses.

### **Enrollment Trends**

Both Madras and Prineville Campuses have experienced a 50% decline in enrollment since the peak enrollment in 2013/14. Minimal growth in recent high school graduate demographic is expected between now and 2030 for Jefferson County.

According to the Oregon Population Research Center:

Madras Campus - Jefferson County population levels in the target demographic are predicted to remain constant over the next 15 years, which should result in approximately 130 students per term until fall term 2030.

Prineville Campus - Crook County is expected to grow by 28% in the target demographic over the next 15 years. This could result in approximately 176 students per term by fall term 2030.

Revenue estimates attributed to the Madras and Prineville Campuses from tuition and state support are anticipated to decline for the foreseeable future, resulting in an operational cost shortfall.

# Master Plan Guiding Principles





The Guiding Principles were developed with input from the Master Plan Steering Committee and reflect comments from campus open houses and online surveys. These principles are intended to create a framework for academic focus and community engagement that are supported by campus facilities and technology.

### **BROADER REACH OF COCC – BRANCH CAMPUSES “CENTERS OF EXCELLENCE”**

- Coordinated network approach
- Improve technology for distance learning

Bend	Academic Transfer, Career and Technical Education, Continuing Education, Administrative Center
Redmond	Career and Technical Education
Madras	Agriculture, Early Childhood Education, Academic Transfer
Prineville	Business, Academic Transfer
La Pine	Academic Transfer

### **REINFORCE COMMUNITY PARTNERSHIPS – CTE PROGRAMS**

- Improve enrollment – Health Careers and Culinary
- Improve facilities – Fire Science, Automotive, CIS
- Redmond Technology Center
- Performing Arts

### **IMPROVE STUDENT LIFE**

- Activities to keep students on campus
- Create and improve student gathering spaces
- Student Center expansion – dining, student organizations, casual recreation
- Student Recreation – Mazama Gym, second athletic field
- Support student diversity

### **MAINTAIN A WELCOMING CAMPUS**

- Define the campus entrances/gateways and improve wayfinding
- Pocket parks with art
- Campus art
- Safe and secure

### **IMPROVE INSTRUCTIONAL DELIVERY TOOLS**

- Create flexible learning environments
- Improve classroom technology
- Appropriate classroom and lab sizing – seat count and layout
- Increase demonstration classrooms – pedagogy exploration
- Distance learning technology – Academic Transfer

### **ACADEMIC TRANSFER**

- Modernize classrooms and labs
- University Center

### **EDUCATION PARTNERS**

- School districts
- OSU-Cascades and other universities

# Sustainability



## College Visions and Strategy

With a campus that embraces its natural setting and resources, COCC continues to refine how it approaches sustainability. A Sustainability Committee was established to encourage COCC students, faculty and staff to embrace sustainable practices at COCC. The Committee has a balanced responsibility:

1. To facilitate integration of sustainability issues, science, socio/political debate, and related elements into the instructional curriculum.
2. To foster institutional operations which are environmentally sensitive and model sustainable practices.
3. To integrate sustainability practices in ways which are cost effective and make institutional operations simpler rather than more complex.

The Committee will model good practices and educate the College community to promote sustainability. The Committee will also consider thoughtful operational systems and procedures that foster movement of the College and community toward a sustainable society. The Committee will not force or mandate, as such mandates weaken an organizational understanding of sustainability practices presently and in the future.

This Committee Charter recognizes that actions and projects supported by the Sustainability Committee will be assessed in an effort to demonstrate outcomes (Student Learning Outcomes and Institutional Outcomes) and also to evaluate such initiatives in light of institutional capacity. One goal is to demonstrate that through good sustainable education and conservation, significant monetary savings for the College can result.

Sustainable concepts that have been incorporated into this planning process are:

- Develop sustainable campus design concepts.
- Increase efficiency with which energy, water, material resources and land are used.
- Reduce releases of air, water and land of substances harmful to human health and the environment.
- Reduce and reverse adverse impacts on natural habitat and species.
- Utilize sustainable site planning and landscape design.
- Provide for the use of renewable energy sources wherever possible.
- Determine the long-term value of planning and design decisions through life cycle analysis.

# Technology

## Information Technology

### **Preface**

The 2013-2018 Strategic Plan developed under approval of the COCC President and the Board of Directors, as well as rapid changes in the technology landscape, influence the direction that technology will follow in the coming years. The ITS Master Plan is a roadmap for adopting these changes. Implementation of this plan will be a continual process, and the pace at which we progress will depend upon a number of circumstances, including the availability of human and financial resources.

The plan is divided into the following primary sections:

1. The COCC Strategic Plan
2. Data considered in developing the Technology Plan
3. The ITS Master Plan: We will regularly consult to monitor our progress

### **Section I**

The current COCC Strategic Plan includes five core themes which are used to guide the development of the ITS Master Plan. Four of the five core themes: transfer and articulation, workforce development, basic skills, and lifelong learning, are very focused on instructional areas of service from the college, and the fifth core theme is about institutional sustainability, which largely focuses on the investments required to provide the broad support services necessary for student learning and educational achievement. As the College formally updates its Strategic Plan, the COCC ITS Master Plan will be adjusted to the guidance provided by that plan.

### **Section II**

Data considered in development of the ITS Master Plan

1. Technology is facilitating a rapid change in methods of delivering higher education and training to the American student and workforce.
2. Information security is becoming an increasingly important element in the operation of IT Services organizations globally, including higher education.

3. Students have an expectation that colleges will have a variety of IT systems in place to support everything from their initial contact with the school through evaluating programs, matriculation, registration, and in the classroom itself.
4. Online education is having a growing impact on higher education, providing a much broader range of choices for students desiring the flexibility of online or hybrid classes.

The technology landscape continues to change rapidly in higher education. The COCC ITS department has kept abreast of these changes and has been collecting information from stakeholders from across the college in a variety of forums to determine what types of technology are important to students, faculty, and staff. This feedback is used as well as technology sector trends to plan for the future of technology development and implementation at COCC.

### **Section III**

The College will regularly consult the ITS Master Plan to monitor our progress. The plan has four main themes, outlined below.

#### **Theme 1: ITS Organization, MIS and Infrastructure Services**

Provide outstanding information technology, including; analytics foundations, application development and infrastructure services to support and enable COCC to fulfill its vision.

#### **Theme 2: Teaching and Learning Support**

Deliver innovative and effective classroom technology, software, resources and support to enhance teaching and learning.

#### **Theme 3: Campus and Community Engagement**

Implement new technologies and services that encourage collaboration, communication, partnerships and interactions between members of the campus faculty, staff, students and the community.

#### **Theme 4: Operational Innovation**

Leverage technology, workflow innovations, and projects to improve business processes, increase operational effectiveness, reduce costs and support continuous quality improvement.

These four themes have further been divided into 12 Goals and then further divided into more granular Objectives, which have projected dates to be accomplished over a five year period.

All of the Themes, Goals, and Objectives are in late draft stage and will be distributed to a broad stakeholder group for review before being finalized by the summer of 2018.

# Utilization Analysis

## Introduction

The purpose of this utilization study was to document the classroom and class laboratory physical assets on each COCC campus and perform a utilization analysis to understand how classrooms and laboratories are being used and to use national studies and benchmarking data to compare COCC's utilization outcomes to published guidelines.

This analysis provides broad utilization results for classrooms and class laboratories at each of the COCC campus locations. The utilization of these rooms was examined using the fall term 2016 course file and verified facility inventory data. Understanding how efficiently classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in the understanding and development of space guidelines. This analysis included scheduled classroom use for credit and noncredit courses and instructional activity as scheduled through COCC's course management software. This assessment approach provides a general overview of space utilization and possible areas of improvement.

## Existing Space Allocation

	Classrooms		Teaching Labs	
	No. Rms	Average Rm Size	No. Rms	Average Rm Size
<b>Bend Campus</b>				
Boyle Education Center	5	886	1	542
Deschutes	5	434		
Grandview	6	662		
Health Careers Center	5	1142	6	2300
Jefferson	3	583		
Barber Library	2	514	2	1212
Mazama	6	775	4	1083
Metolius	1	673		
Modoc	5	801		
Ochoco	4	696	4	677
Pence	1	407	5	1041
Pioneer	1	503	6	695
Ponderosa	6	987	8	2365
Science	3	1467	9	1311
Culinary			5	1550
Chandler			2	576
<b>Total</b>	<b>53</b>	<b>800</b>	<b>52</b>	<b>1400</b>
<b>Redmond Campus</b>				
Building 1	5	737	3	842
Building 2	1	476		
Building 3	4	958	4	1703
Technology Education Center	6	884	3	1000
<b>Total</b>	<b>16</b>	<b>831</b>	<b>10</b>	<b>1234</b>
<b>Madras Building</b>	<b>4</b>	<b>762</b>	<b>1</b>	<b>683</b>
<b>Prineville Building</b>	<b>4</b>	<b>768</b>	<b>1</b>	<b>670</b>

## 2016 High School Enrollment

[utilization analysis]

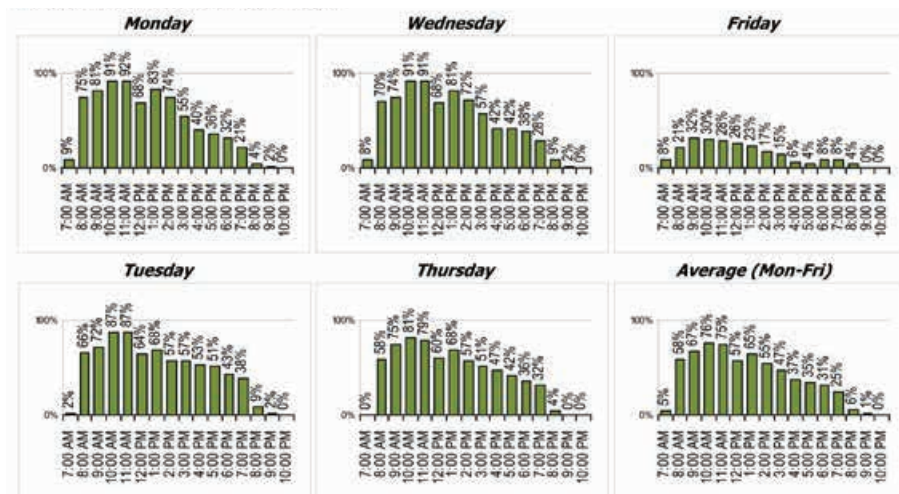
High School	Enrollment	High School	Enrollment
Bend Senior High School	1,764	Mountain View Senior High School	1,461
Crook County High School	805	North Lake School	222
Culver High School	207	Redmond High School	928
Gilchrist Junior/Senior High School	93	Redmond Proficiency Academy	846
Jefferson High School	276	Ridgeview High School	897
LaPine Senior High School	407	Sisters High School	433
Madras High School	664	Summit High School	1,526
Marshall High School	166		

In the year 2016, there were 2,076 graduating from in-district high schools. Of those graduates, 31% enrolled at COCC as credit students which equates to 642 students.

## Classroom Use By Day/Hour

The following charts illustrate classroom use for credit and noncredit instruction for the fall 2016 term. Each graph represents a different day of the week, with the outcomes averaged over the entire term. Overall, ample classrooms are available in the mid-to-late afternoons for each day of the week. Friday use is nominal. Scheduled use on Saturday is minimal with rooms open for use at any time. No classrooms were scheduled for use on Sunday.

### Percent of Classrooms in Use for Instruction



Total classrooms = 53

## Pedagogy and Learning Environments

Technological advancements and recent changes in pedagogy all place demands on physical space, especially classrooms. These demands can best be described based on the assignable square feet per student station (ASF/Station). While there is still a need for lecture type rooms where seat count can be maximized, there is also an increasing need for rooms that can accommodate a variety of teaching methods and pedagogies. The following ASF/Station is noted for several classroom types:

**Traditional Classroom - Loose Seating:** 20 to 24 ASF/Station with table and chair or adult size tablet arm chair configurations.

**Active Learning Classroom for Collaborative (group) Methods:** 25 to 32 ASF/Station accommodates flexibility in furniture arrangements and group presentation systems.

**Seminar Classroom:** 26 to 28 ASF/Station where students typically face each other in a conference style or U-Shaped arrangement.

## Utilization Benchmarks

Four comparative benchmarks are used in this summary:

- Average Assignable Square Footage (ASF) per Student Station
- Average Weekly Room Hours
- Percentage of seats occupied when a room is in use
- Hours in Use Room Utilization

**Average ASF/Student Station** is the amount of floor area in an instruction space that is allocated to each student. **National Average:** Classrooms – 24 hrs and Laboratories – 55hrs.

**Average Weekly Room Hours** is the number of hours each week that an instructional space is scheduled. **National Average:** Classrooms - 33 hrs and Laboratories – 20 hrs.

**Percentage of seats occupied when a room is in use.** **National Average:** Classroom - 65% and Laboratories – 70%

**Hours in Use Room Utilization** is the percentage of time that an instructional space is scheduled during the week. This compares the average weekly hours against the national average.



## Classroom Utilization Analysis Summary

The heaviest utilization of classrooms is between 9:00 AM and 2:00 PM, Monday through Thursday. Late afternoon use, especially after 3:00 PM is less substantial and provides opportunities to expand course offerings during this this time block.

The classroom utilization analysis findings suggest the following actions:

- With an average of 24 weekly room hours on the Bend Campus and lower utilization outcomes on the Redmond, Madras and Prineville Campuses, there is additional opportunity to increase the number of course sections in many of the existing classrooms without increasing the total number of classrooms;
- Even with a potential increase in on-campus enrollments, classroom resources will be adequate over the master plan period. The demand for classrooms will be less restricted if tighter utilization guidelines were developed and implemented as part of a broader space management system;
- At 57% student station occupancy on the Bend Campus and lower occupancy levels on the Redmond, Madras and Prineville Campuses, there is significant ability to increase the number of students in existing course sections moving forward;
- With an average of 21 ASF per station on the Bend Campus, multiple existing classrooms could be repurposed into active learning spaces with modern furnishings to reflect contemporary pedagogical trends. In some cases, the number of stations would need to be reduced to accommodate future renovations for active learning.

### Classroom Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS	21	24	57%	80%
REDMOND CAMPUS	24	18	46%	56%
MADRAS CAMPUS	18	21	28%	66%
PRINEVILLE CAMPUS	25	21	26%	66%
<b>NATIONAL AVERAGE</b>	<b>24</b>	<b>32</b>	<b>65%</b>	<b>100%</b>

## Teaching Lab Utilization Analysis Summary

With the exception of a few class laboratories, weekly room hour utilization was slightly lower than most established guidelines, suggesting that it would not be difficult to add additional course sections into many of the existing laboratories. With the exception of a few labs, student station occupancy was lower than typical guidelines, indicating some additional enrollment capacity in existing course sections is possible. Again, some labs have more capacity than others to accommodate additional enrollment. The activity in the laboratory and suggested faculty-to-student ratios or course size limits also need to be considered in determining the need for additional laboratories on each COCC campus or center location.

### Teaching Lab Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS	55	19	64%	95%
REDMOND CAMPUS	70	14	67%	70%
MADRAS CAMPUS	24	9	43%	45%
PRINEVILLE CAMPUS	24	5	49%	25%
<b>NATIONAL AVERAGE</b>	<b>66</b>	<b>20</b>	<b>70%</b>	<b>100%</b>

## Conclusion

With significant facility expansion from the 2009 bond, all four campuses have new and renovated facilities. This utilization analysis indicates that the majority of instructional spaces are currently underutilized. Classrooms and labs in the new facilities are appropriately sized and equipped, but older spaces on campuses require improvement to support a more flexible and dynamic teaching pedagogy.

COCC also reached its peak enrollment during the 2012/2013 academic year, with space utilization rates reaching national standard levels at the Bend and Redmond Campuses. With the new Madras and Prineville campuses, each facility will require program growth and development to improve utilization. Over the next ten years, the focus for all campuses should be on the renovation of existing spaces to improve their size, flexibility and use of technology.

## 2012 Comparison

A utilization comparison was conducted with the increased enrollment of the 2012/2013 Academic Year. Enrollment at COCC peaked during this year, establishing record enrollment and a future growth target for the College, with classroom utilization averages comparable with national standards.

### Classroom Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
<b>BEND CAMPUS</b>				
2016	21	24	57%	80%
2012	21	27	67%	84%
<b>REDMOND CAMPUS</b>				
2016	24	18	46%	56%
2012	24	20	73%	63%
<b>MADRAS CAMPUS</b>				
2016	18	21	28%	66%
2012	18	23	44%	72%
<b>PRINEVILLE CAMPUS</b>				
2016	25	21	26%	66%
2012	25	14	48%	44%
<b>NATIONAL AVERAGE</b>	<b>24</b>	<b>32</b>	<b>65%</b>	<b>100%</b>

### Teaching Lab Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
<b>BEND CAMPUS</b>				
2016	55	19	64%	95%
2012	55	18	74%	90%
<b>REDMOND CAMPUS</b>				
2016	70	14	67%	70%
2012	70	18	76%	90%
<b>MADRAS CAMPUS</b>				
2016	24	9	43%	45%
2012	28	10	65%	50%
<b>PRINEVILLE CAMPUS</b>				
2016	24	5	49%	25%
2012	28	17	44%	85%
<b>NATIONAL AVERAGE</b>	<b>66</b>	<b>20</b>	<b>70%</b>	<b>100%</b>

# Bend Campus Analysis

## Current Facilities

<b>Buildings</b>	<b>Year</b>	<b>Area (sq. ft.)</b>
Deschutes	1964	5,174
Jefferson	1964	5,122
Modoc	1964	4,736
Ochoco	1964	5,149
Grandview	1965	25,722
Metolius	1965	8,402
Juniper Hall	1967	19,630
Pence	1967	11,908
Mazama Gymnasium	1971	36,114
Ponderosa	1971	31,334
Modoc Annex	1974	1,019
Campus Services	1974	14,587
Pioneer	1974	24,752
Ochoco Addition	1981	16,460
Pinckney	1983	14,931
Physiology Lab	1987	1,490
Boyle Education Center	1989	38,450
Bookstore	1993	10,950
Barber Library	1998	72,500
Cascades Hall	2002	38,245
Coats Campus Center	2009	32,000
Health Careers Center	2013	45,000
Science Center	2013	45,000
Jungers Culinary Center	2013	10,500
Chandler Lab		10,000
	<b>Total Area</b>	<b>529,175</b>



[map 1.01]



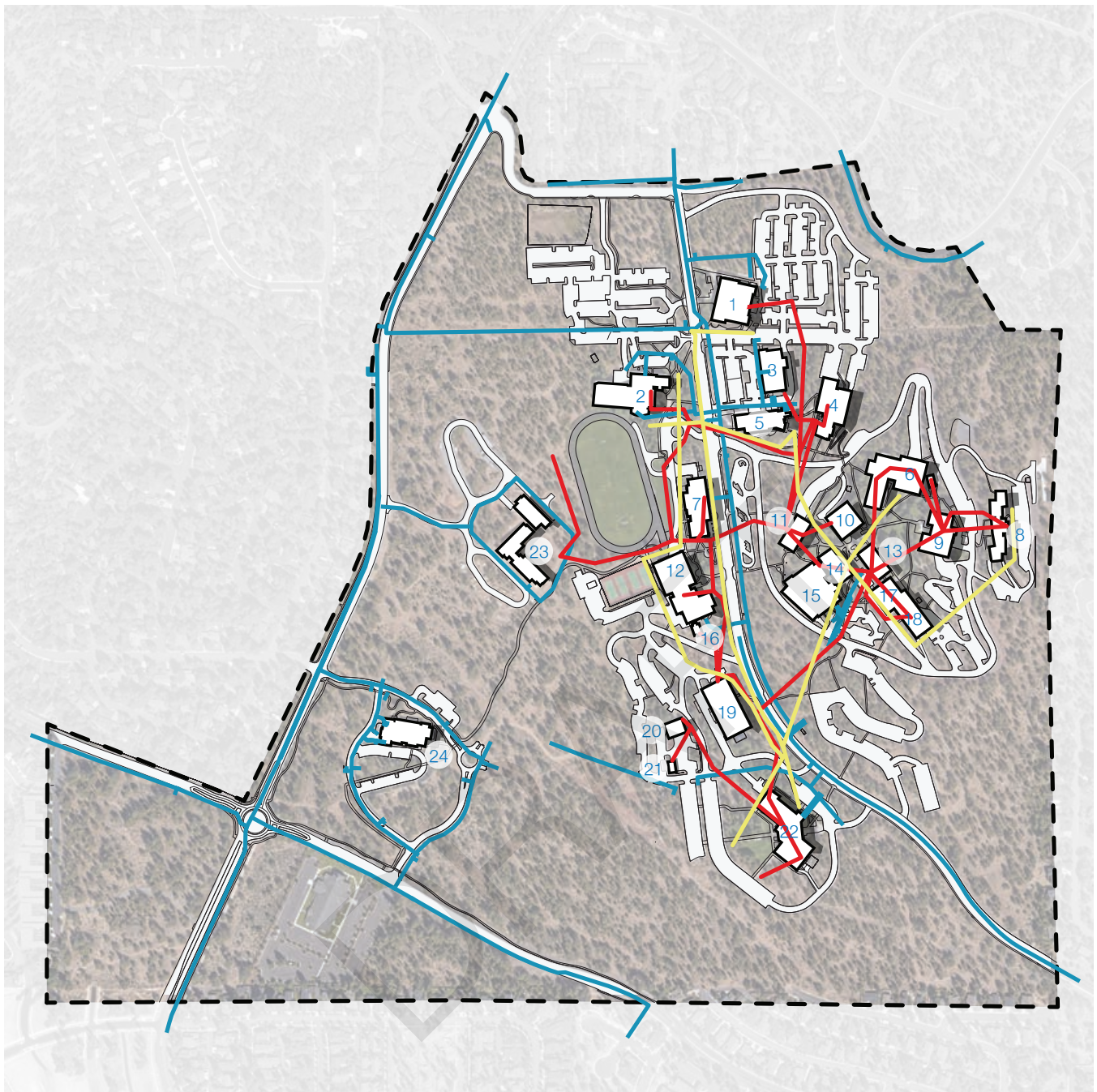
### 01 EXISTING CAMPUS MAP

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Utilities

The campus infrastructure systems currently consists of water, sanitary, storm water, natural gas, electrical and technology. All systems are served by local and regional providers and are in good condition with capacity for future campus growth. During the 2009 bond expansion, significant improvements were made to electrical and technology infrastructure.

Water	City of Bend
Sanitary	City of Bend
Storm Water	City of Bend
Natural Gas	Cascade Natural Gas
Electrical	Pacific Power
Technology	COCC



[map 1.02]



02 CURRENT UTILITIES

- Technology
- Water
- Electric

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Open Space

COCC has a very unique collection of open spaces throughout campus. These spaces range from the open recreation field adjacent to the Coats Campus Center, to the intimate collection of pocket parks on the upper campus. These pocket parks have been thoughtfully developed to include opportunities for public art, casual study, and academic use. Most recently, public plazas with art were added to the new Health Careers Center, the Science Center, and the Jungers Culinary Center.

DRAFT





[map 1.03]



03 CURRENT OPEN SPACE

Open Space

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Parking

COCC's collection of parking lots range from flat traditional lots on the north edge of campus to the terracing lots that weave their path up the side of Awbrey Butte. In the past 10 years, parking areas have been added with the new Jungers Culinary Center and Wickiup Residence Hall along with expansion of the parking lot at the library. The majority of students drive to campus, which will continue to put demand on the areas closest to the campus core.

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[map 1.04]



04 PARKING

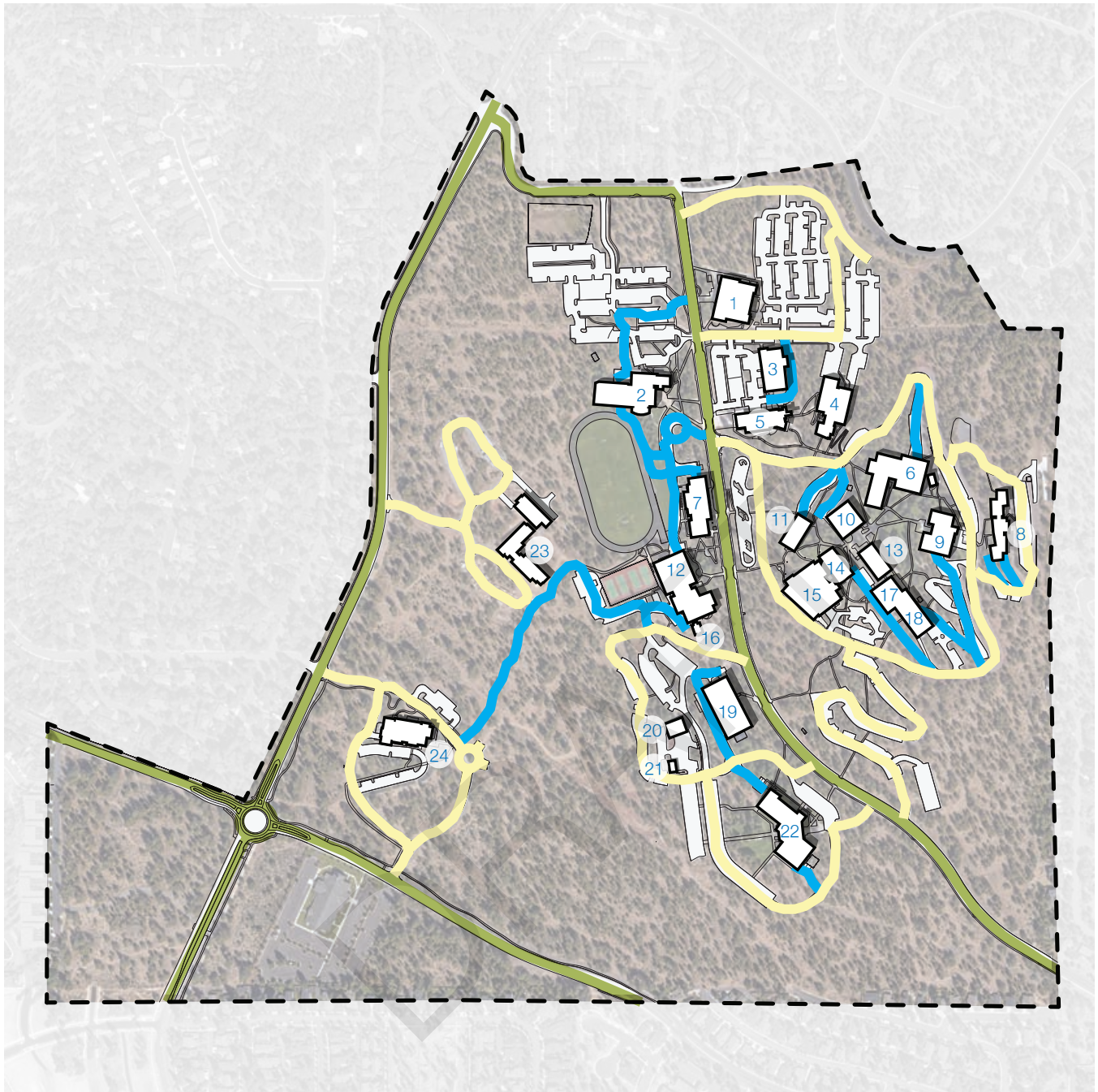
 Parking

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Vehicular Circulation

Vehicular circulation on campus is a collection of public and private roads. Divided by College Way, COCC continues to struggle with a major public street bisecting campus. The majority of the private roads provide service access to facilities and connectivity to parking areas. Many of the roads are also used for pedestrian circulation.




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[map 1.05]



05 EXISTING VEHICULAR CIRCULATION

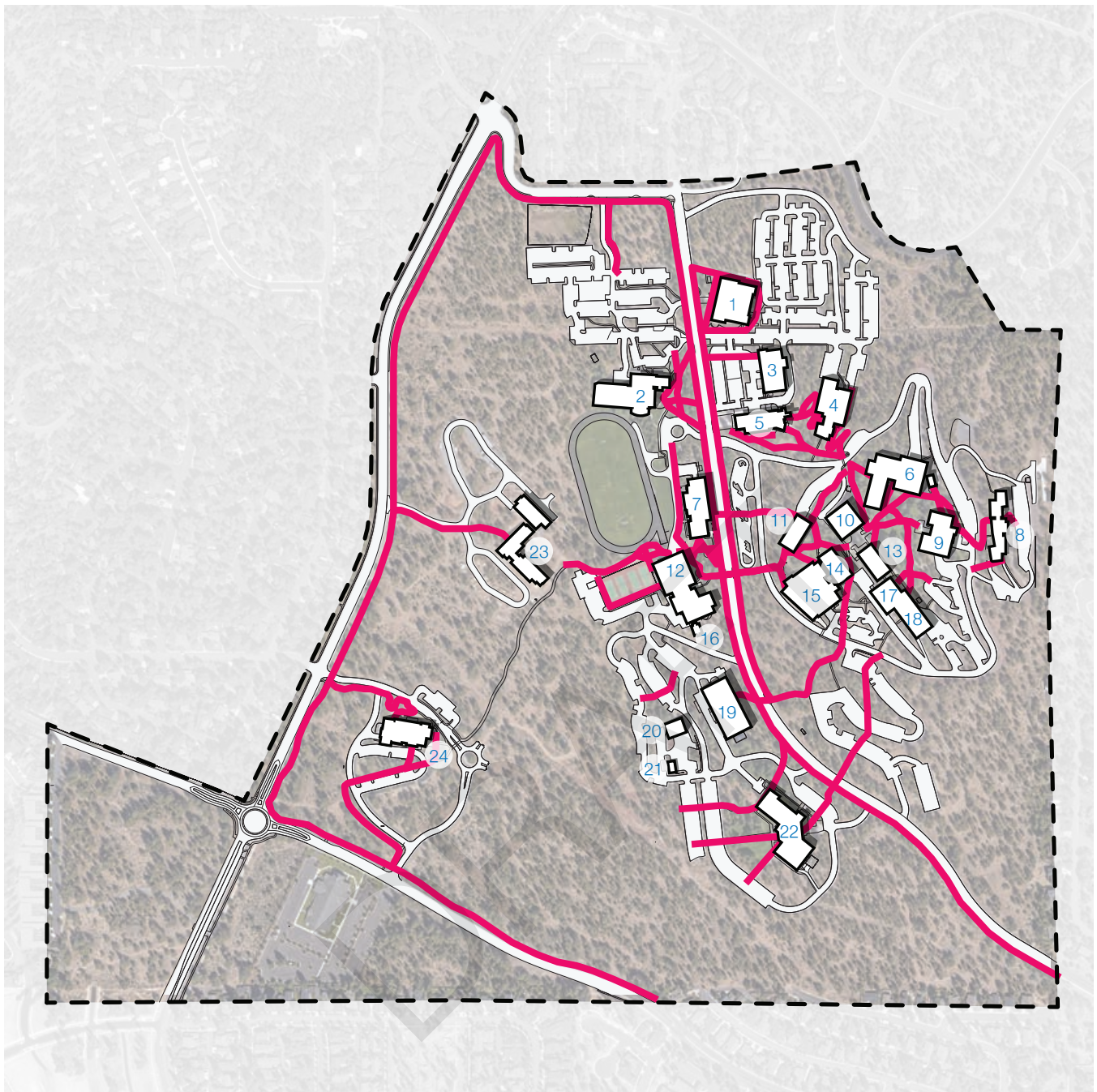
-  Campus Vehicular Circulation
-  Campus Service Road
-  Arterial Road

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Pedestrian Circulation

Pedestrian navigation of the COCC campus is vital to daily academic life. The network of pathways provide connectivity between buildings, social areas and parking facilities. Campus topography continues to be the most significant challenge. The perimeter of campus is served by sidewalks or paved paths that connect to adjacent communities. Numerous paths were added during the 2009 bond, helping to define and reinforce major circulation routes.

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[map 1.06]



06 EXISTING PEDESTRIAN CIRCULATION

 Pedestrian Circulation

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Bicycle Circulation and Parking

COCC strongly supports alternative transportation and bicycle commuting to campus. Every region of campus is supported with bicycle parking areas, many are covered for inclement weather protection.

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[map 1.07]



### 07 BICYCLE CIRCULATION AND PARKING



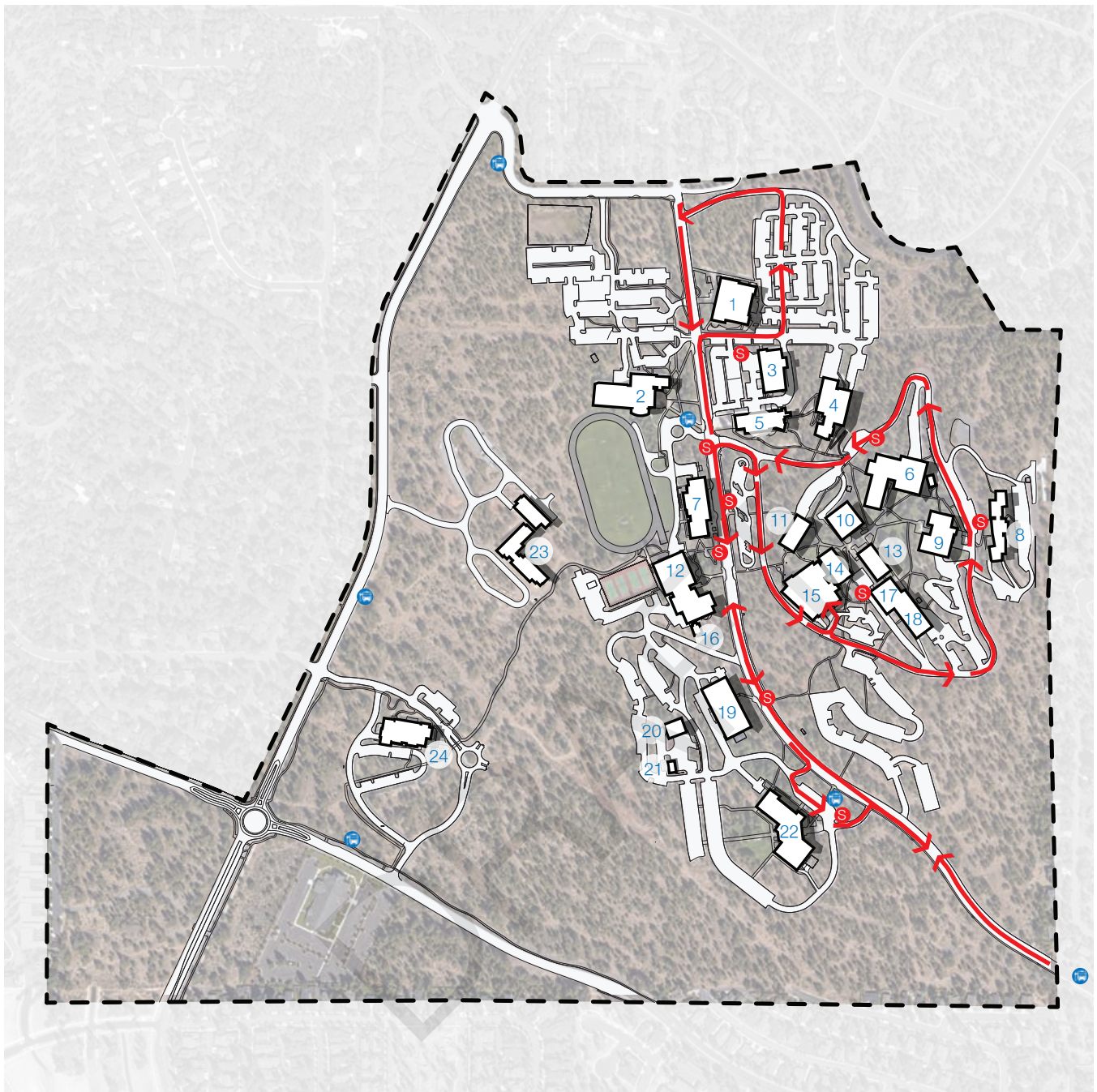
Bicycle Parking

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Public Transportation

COCC is serviced by Cascades East Transit with four bus stops on campus. COCC also operates its own shuttle service on campus, providing connectivity from College Way to Upper Campus and to the southern end of College Way. The Campus Shuttle is also an important component for campus accessibility, with many stops on the upper campus.




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[map 1.08]



08 PUBLIC TRANSPORTATION

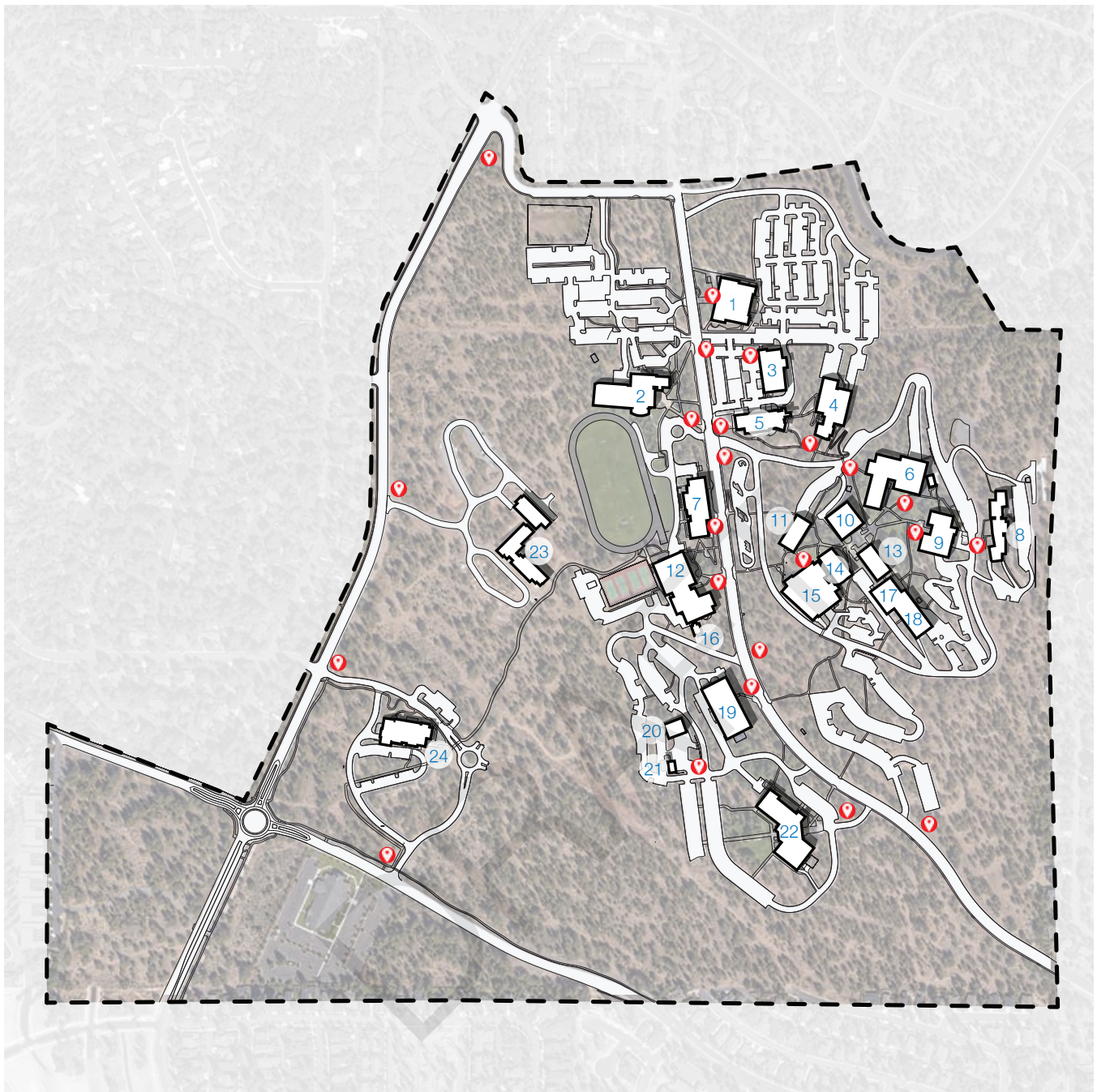
-  Shuttle Route
-  Shuttle Stop
-  Bus Stop

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Wayfinding and Signage

Similar to pedestrian circulation, the topography of COCC presents challenges for basic campus wayfinding. The campus has basic building signage and directional signage at significant intersections. A common style of signage has been adopted, but scale and location present some visual challenges.

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[map 1.09]



### 09 WAYFINDING AND SIGNAGE

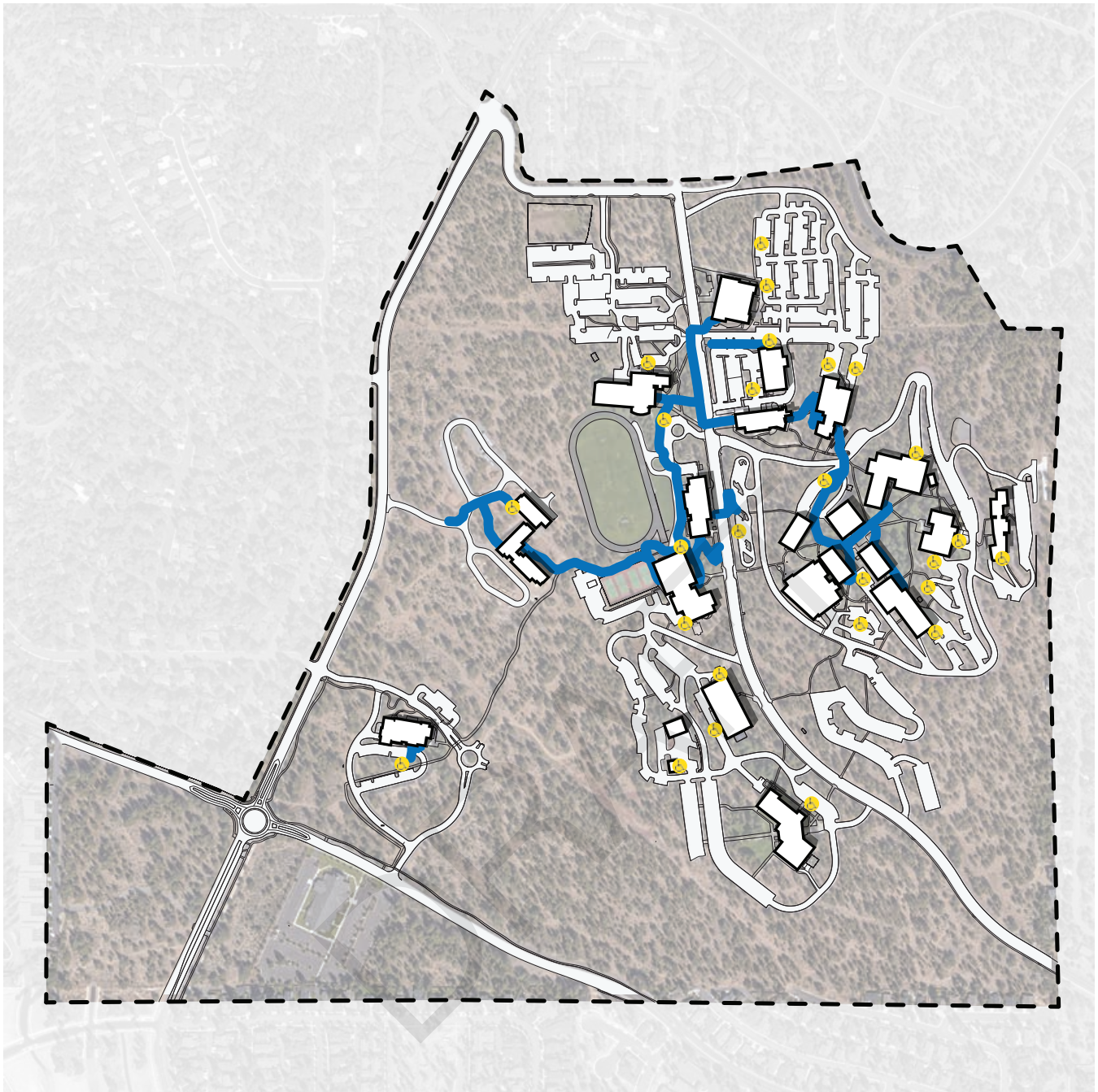
 Signage Location

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Current Accessibility

COCC has established well thought out accessible routes on campus, connecting buildings and parking areas. To navigate the hillside, a series of ramps, walks and buildings are utilized to transport pedestrians vertically. The Campus Shuttle is also used to supplement this system, providing access to upper campus.



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[map 1.10]



10 ACCESSIBILITY

-  Handicap Parking
-  Handicap Access

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

# Bend Campus - 10-Year Master Plan Concept

## Overview Narrative

The Bend Campus has seen significant improvements over the past 10 years. New facilities have been constructed to support student life (student center and residence hall), health careers programs, culinary arts, and the sciences. Other facilities have been renovated to provide an enhanced learning environment. The utilization analysis indicates the campus has adequate classroom and lab space for current and near term growth, suggesting the focus for the next 10 years will be to renovate existing spaces to support more flexible learning environments and repurpose spaces vacated by programs that have moved to new facilities. These upgraded spaces will support Academic Transfer and CTE focused programs.

With the addition of the new Wickiup Residence Hall and a three-fold increase in full time students residing on campus, expansion of student life programs could be critical to the continued success of the residence hall and on-campus student activities. Proposed improvements to support student life include the renovation and expansion of Mazama Gymnasium into a modern student recreation center and the addition of a second year-round turf recreation field.

From its inception, College Way has physically divided COCC's campus, negatively impacting campus continuity and contributing to challenging wayfinding. In the next 10 years, this master plan proposes utilizing College Way at times as a pedestrian mall, creating a pedestrian focused space that becomes the center of academic and student life at COCC. Supporting the limited vehicular access to College Way would improve campus wayfinding, visitor information booths, and additional roadways to circumnavigate the campus.



## Educational Focus and Goals

### **Renovate Ochoco Hall**

New instructional space for Humanities – World Languages

### **Expand / Renovate Pioneer Hall**

New instructional space for CIS Programs

Improve Campus Technology Hub and consolidate IT staff

### **Renovate Black Box in Pinckney**

Provide multi-purpose large lecture space

### **Renovate Juniper Hall**

Create studio spaces for Art, Music, Visiting Scholars, Seminar Rooms, Special Projects, Elder Education/Hostel

### **Renovate Deschutes Hall**

Provide faculty offices

Provide demonstration classrooms – pedagogy exploration

### **Renovate Metolius Hall**

Provide offices and seminar space

### **Renovate Ponderosa Hall**

Move Automotive Program to Redmond Campus

Provide space for Campus Services

Continuing Education

Provide campus maker spaces

### **Renovate / Expand Mazama Gym and New Recreation Field**

Support Student Life and Club Sports

Expand campus and community recreation

### **Community Education Facility**

### **Convert College Way**

Create Campus Mall and complete loop roads

### **Expand North Parking Area**

### **Increase and Improve Greenspaces and Paths**

### **Improve Campus Wayfinding**

### **Campus Village Expansion**

Commercial and Housing by Developer

## Building Expansion and Improvements

- A** Renovate Ochoco Hall
  - New instructional space for Humanities – World Languages
- B** Expand / Renovate Pioneer Hall
  - New instructional space for CIS Programs
  - Improve Campus Technology Hub and consolidate IT staff
- C** Renovate Black Box in Pinckney
  - Provide multi-purpose large lecture and performance space
- D** Renovate Juniper Hall
  - Create studio spaces for Art, Music, Visiting Scholars, Seminar Rooms, Special Projects, Elder Education/Hostel
- E** Renovate Deschutes Hall
  - Provide faculty offices
  - Provide demonstration classrooms – pedagogy exploration
- F** Renovate Metolius Hall
  - Provide offices and seminar space
- G** Renovate Ponderosa Hall
  - Move Automotive Program to Redmond Campus
  - Provide space for Campus Services
  - Continuing Education
  - Provide campus maker spaces
- H** Renovate / Expand Mazama Gym and New Recreation Field
  - Support Student Life and Club Sports
  - Expand campus and community recreation
- I** New Visitor Welcome Booth



[map 1.11]



11 BUILDING EXPANSION AND IMPROVEMENTS

█ New Construction

▭ Renovation

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Open Space Improvements

- A** College Way Limited Access – “Campus Mall”
  - Unify east and west portions of campus
  - Create “Pedestrian Zone”
  
- B** New Recreation Field in conjunction with Mazama Expansion
  - Support Student Life and Club Sports
  - Expand Campus and Community Recreation
  
- C** Informal space north of Cascades Hall
  
- D** Complete Green Space Buffer
  
- E** Informal space west of Pioneer Hall
  
- F** Informal space south of Mazama Gymnasium
  
- G** Informal space between Science and Pinckney
  - Extend Science Courtyard
  
- H** Relocate Tennis Courts



[map 1.12]



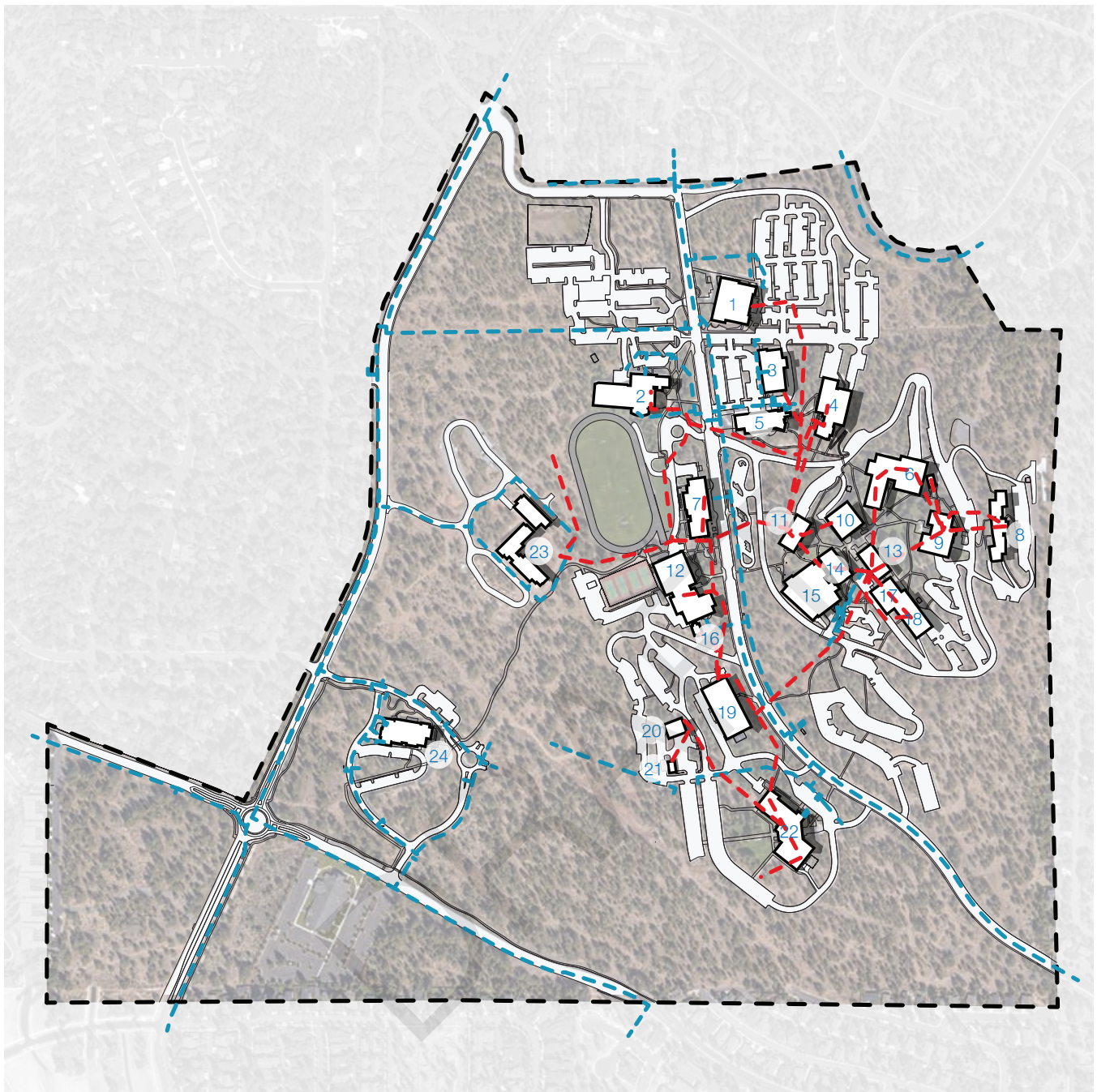
12 OPEN SPACE IMPROVEMENTS

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Campus Infrastructure Improvements

With improvements made as a result of the 2009 bond, all major campus utilities are currently meeting the College's demands. Over the next 10 years, the proposed facility improvements will be focused on the renovation of existing spaces, which will have little impact on campus infrastructure.

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[map 1.13]



13 CAMPUS INFRASTRUCTURE IMPROVEMENTS

— Existing Technology Line

— Existing Water Line

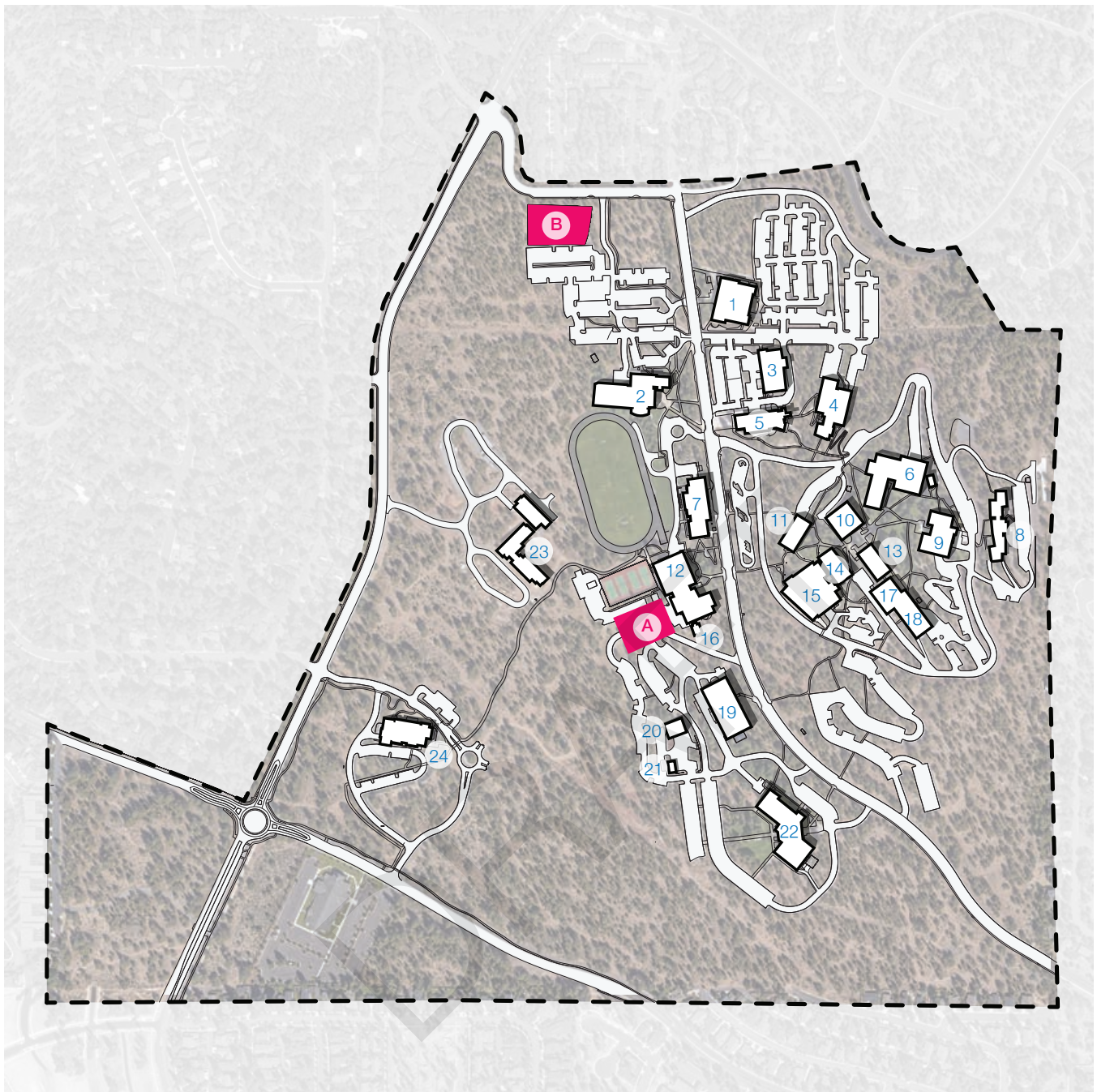
- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
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| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Parking Improvements

- A** Relocate and Expand Mazama Parking
- B** Expand Parking North of Library

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[map 1.14]



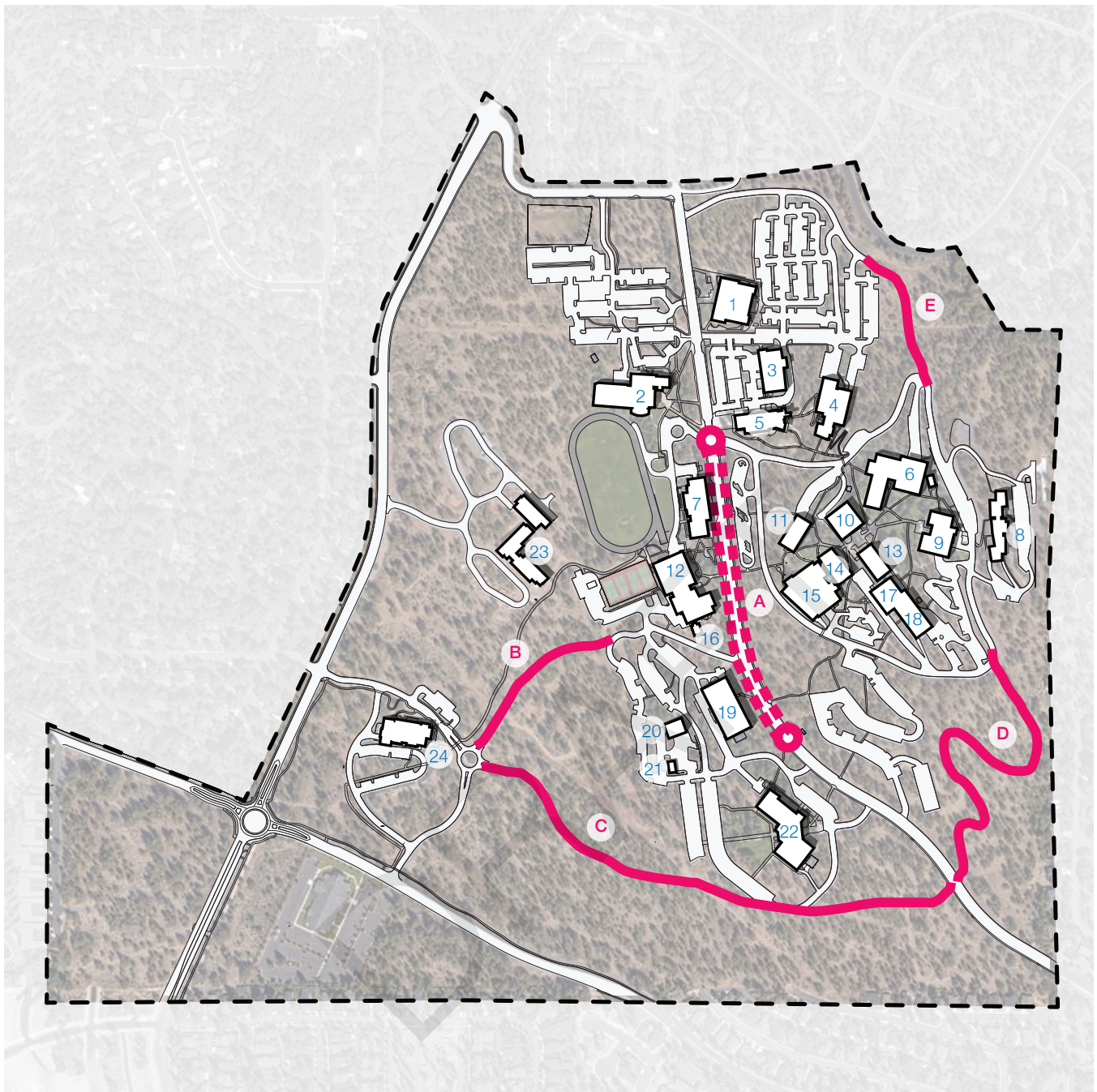
14 PARKING IMPROVEMENTS

 Parking Expansion

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
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| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Vehicular Circulation Improvements



- A** College Way Limited Access: “Campus Mall”  
-Only buses/service vehicles allowed access
- B** New road connecting Mazama parking area to the culinary roundabout
- C** New road connecting Boyle Education Center to the culinary roundabout
- D** New road connecting upper campus to College Way, eliminating driving through parking areas
- E** Upper campus connector road



[map 1.15]



15 VEHICULAR CIRCULATION IMPROVEMENTS

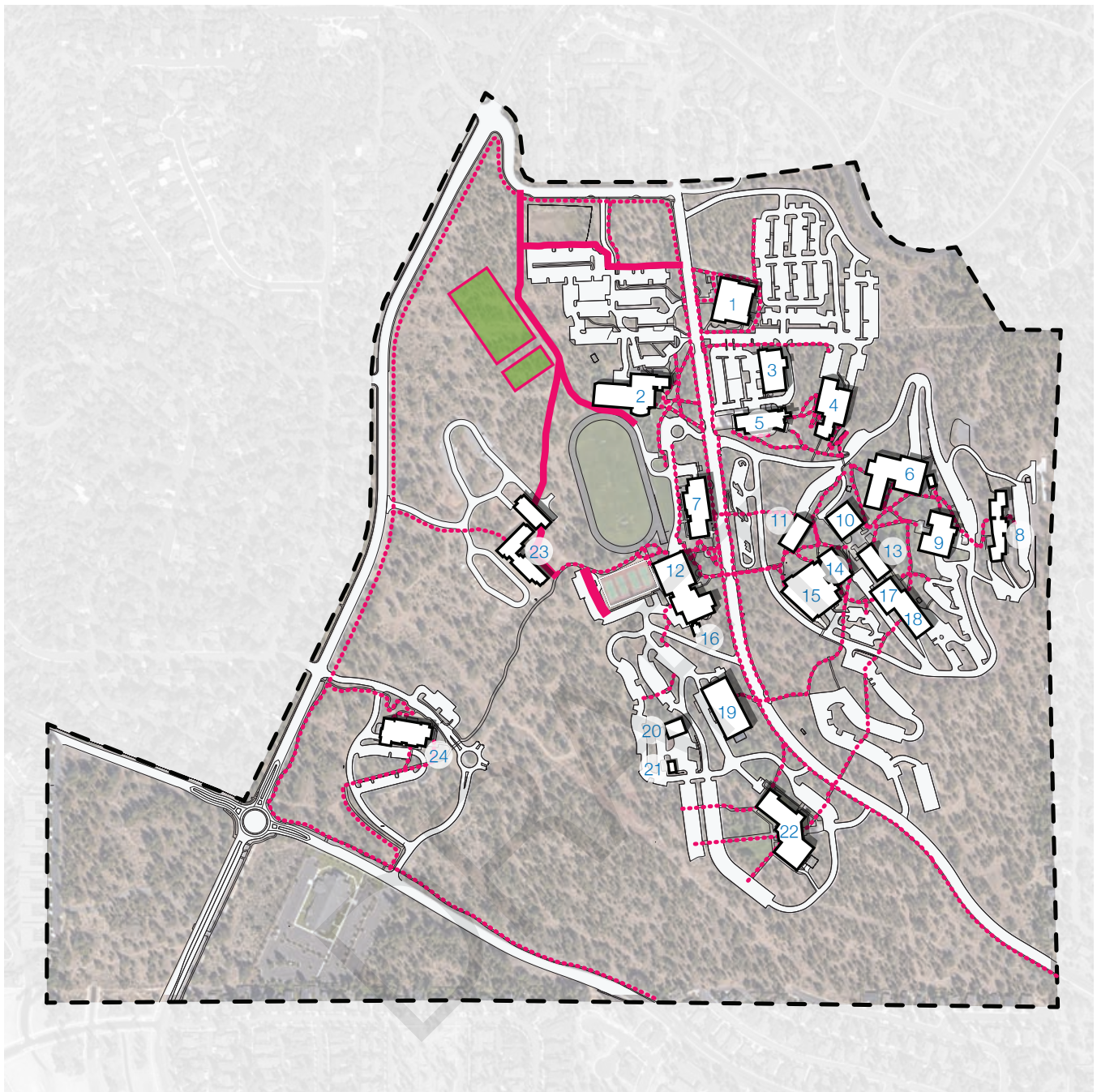
-  Traffic Circle
-  New Road
-  New Pedestrian Zone

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Pedestrian Circulation Improvements

Improvement to pedestrian circulation on campus will support the new recreation fields and parking area on the northern edge of campus. These paths will provide connectivity from the Wickiup Residence Hall and Campus Center, as well as public parking adjacent to the new recreation field.

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[map 1.16]



16 PEDESTRIAN CIRCULATION IMPROVEMENTS

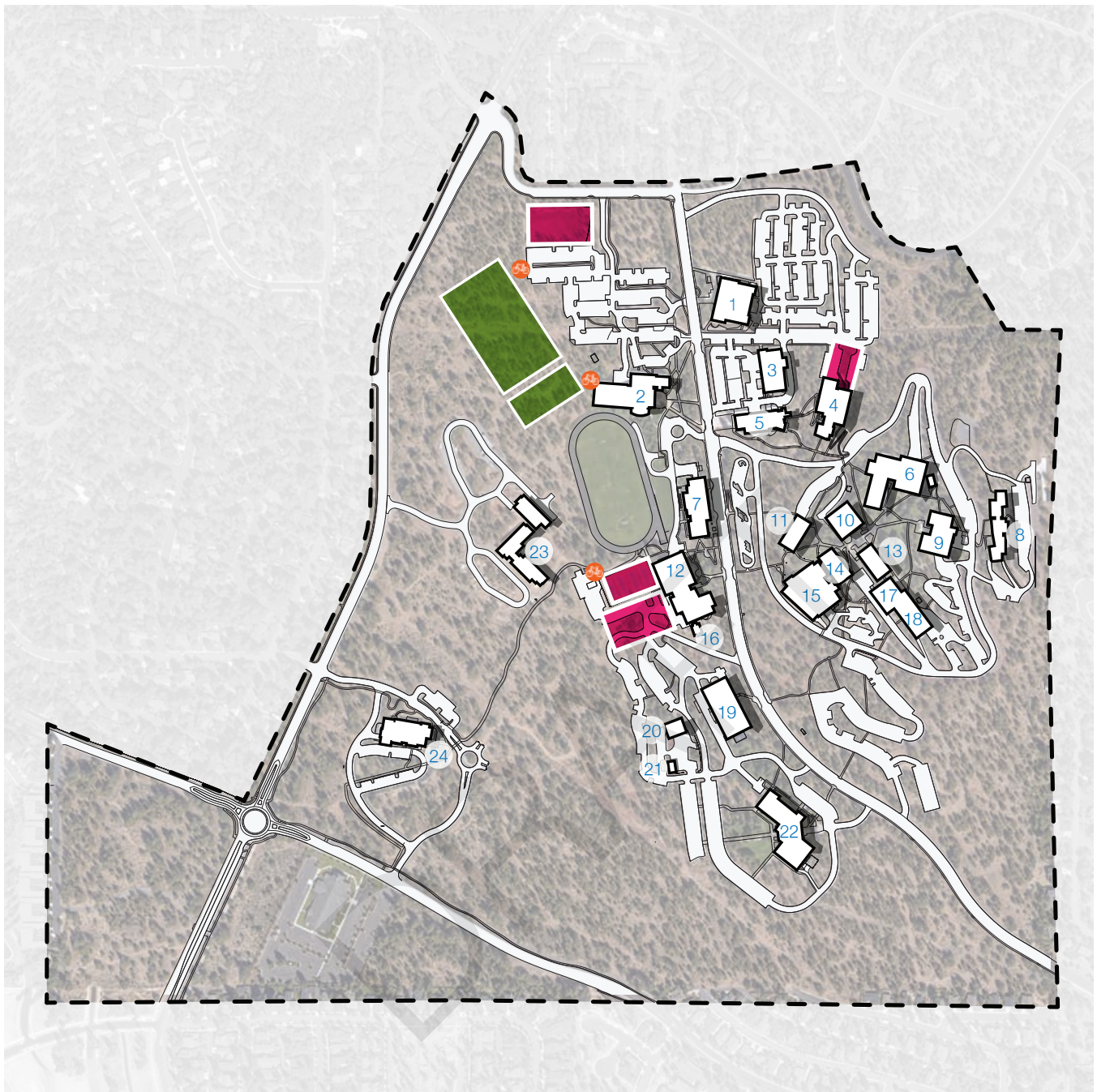
- New Pedestrian Paths
- Existing Pedestrian Paths
- New Facility Improvements

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Bicycle Circulation and Parking Improvements

New bicycle parking areas will support the expansion of Mazama Gymnasium (recreation center) and the creation of the new recreation field and relocated tennis courts. Covered parking will be considered along with bicycle repair stands.




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[map 1.17]



17 BICYCLE CIRCULATION AND PARKING IMPROVEMENTS

-  New Bicycle Parking
-  New Facility Improvements
-  Parking Expansion

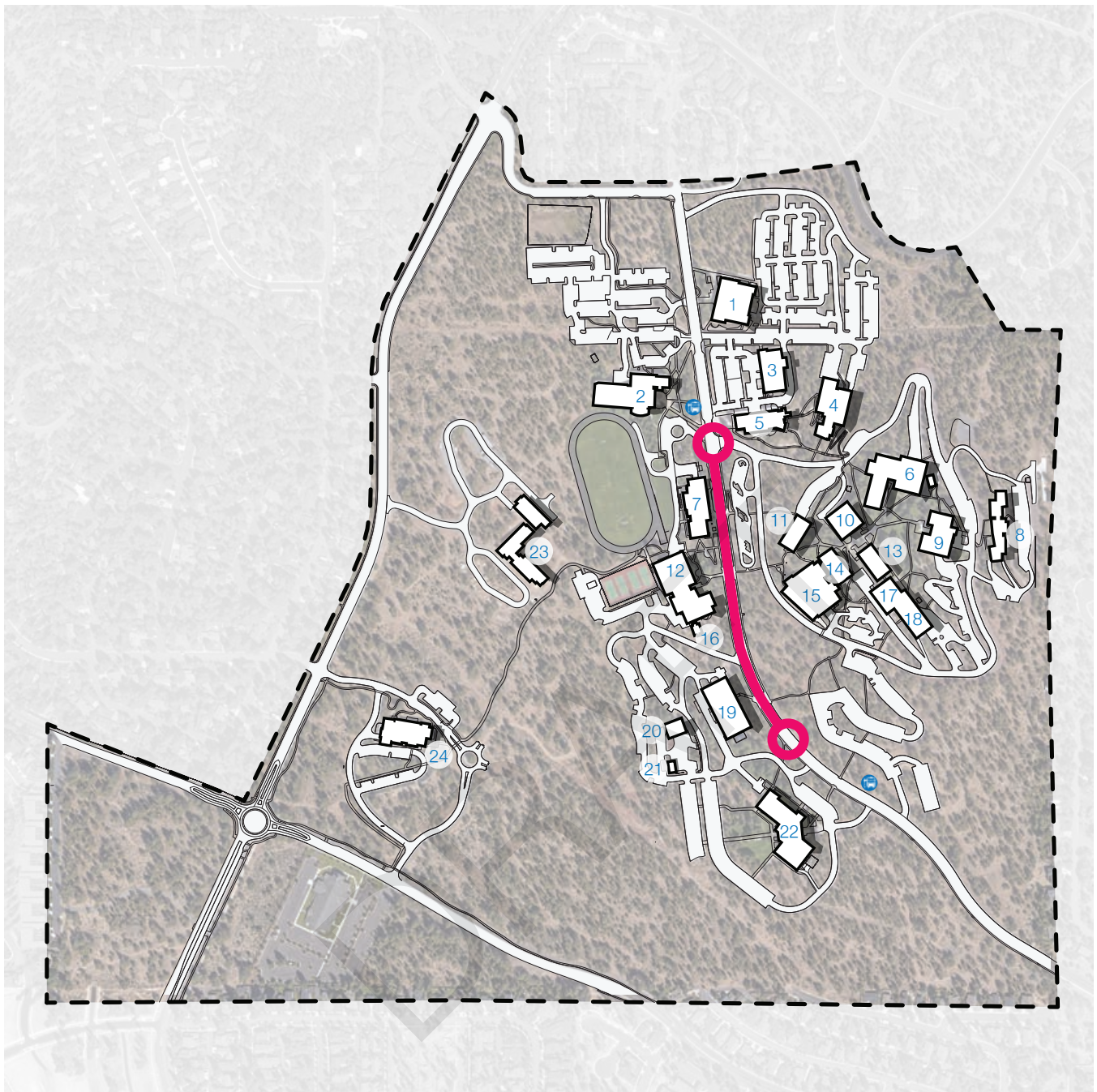
- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
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| 7 Coats Campus Center   | 20 Physical Plant               |
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| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Public Transportation Improvements

With proposed limited access to College Way, Cascades East Transit may also have limited access onto campus. New bus stops will be considered at each roundabout, supported by shelters and transit map information. The Campus Shuttle will also use these bus stops as major collection points.

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[map 1.18]



18 PUBLIC TRANSPORTATION IMPROVEMENTS

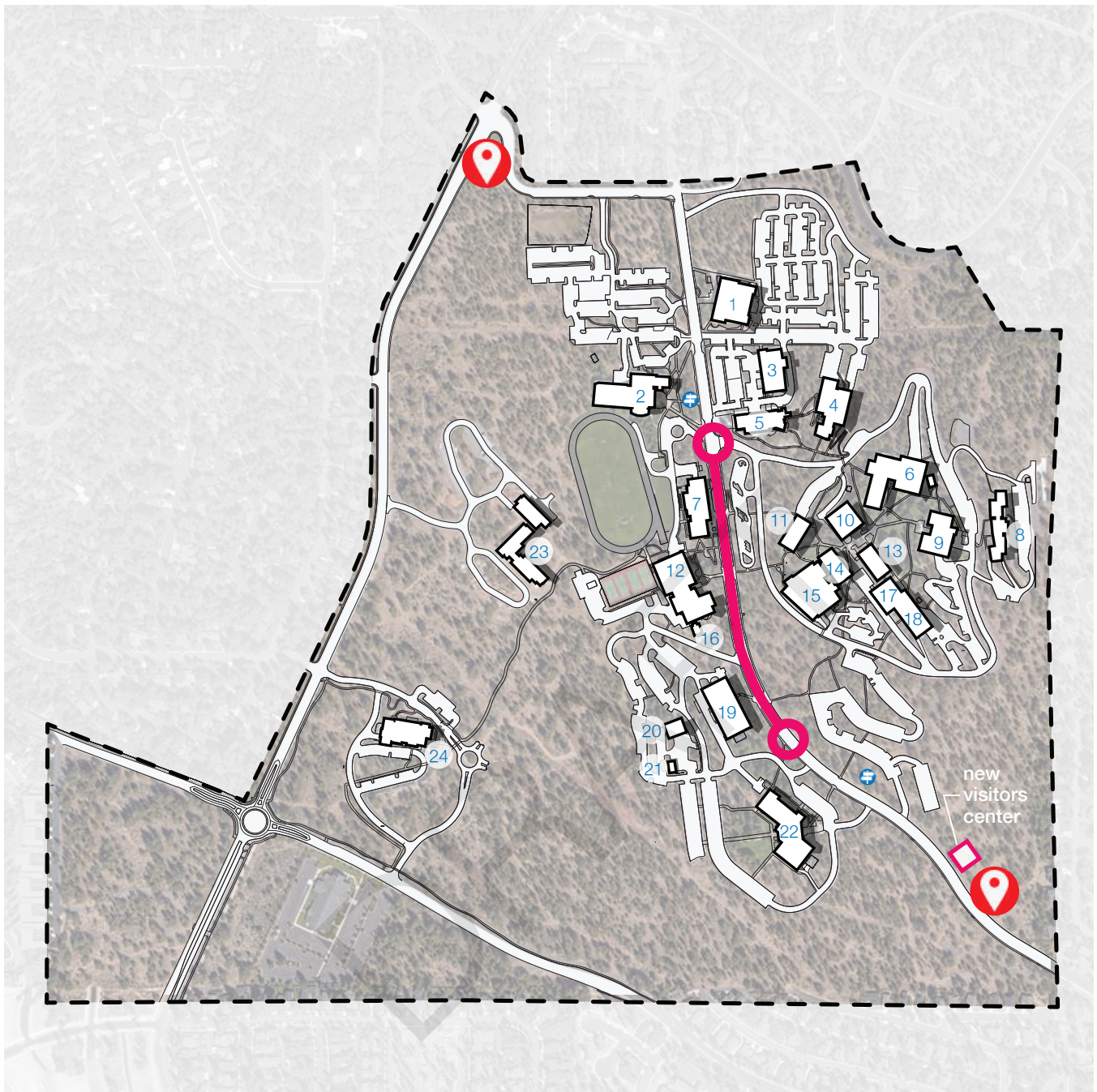
-  Improved Bus Stop
-  College Way Limited Access

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Wayfinding and Signage Improvements

Supporting the limited access to College Way, significant signage and wayfinding will be required to accommodate pedestrian and vehicular circulation changes. A new Visitor's Kiosk is proposed on the southern edge of campus on College Way. New monument signs are also proposed at both campus entrances to improve general public awareness and identification of the campus boundary. It is recommended that COCC engage with a wayfinding/signage consultant to conduct a more thorough analysis of campus systems and solutions.

DRAFT



[map 1.19]



19 WAYFINDING AND SIGNAGE IMPROVEMENTS

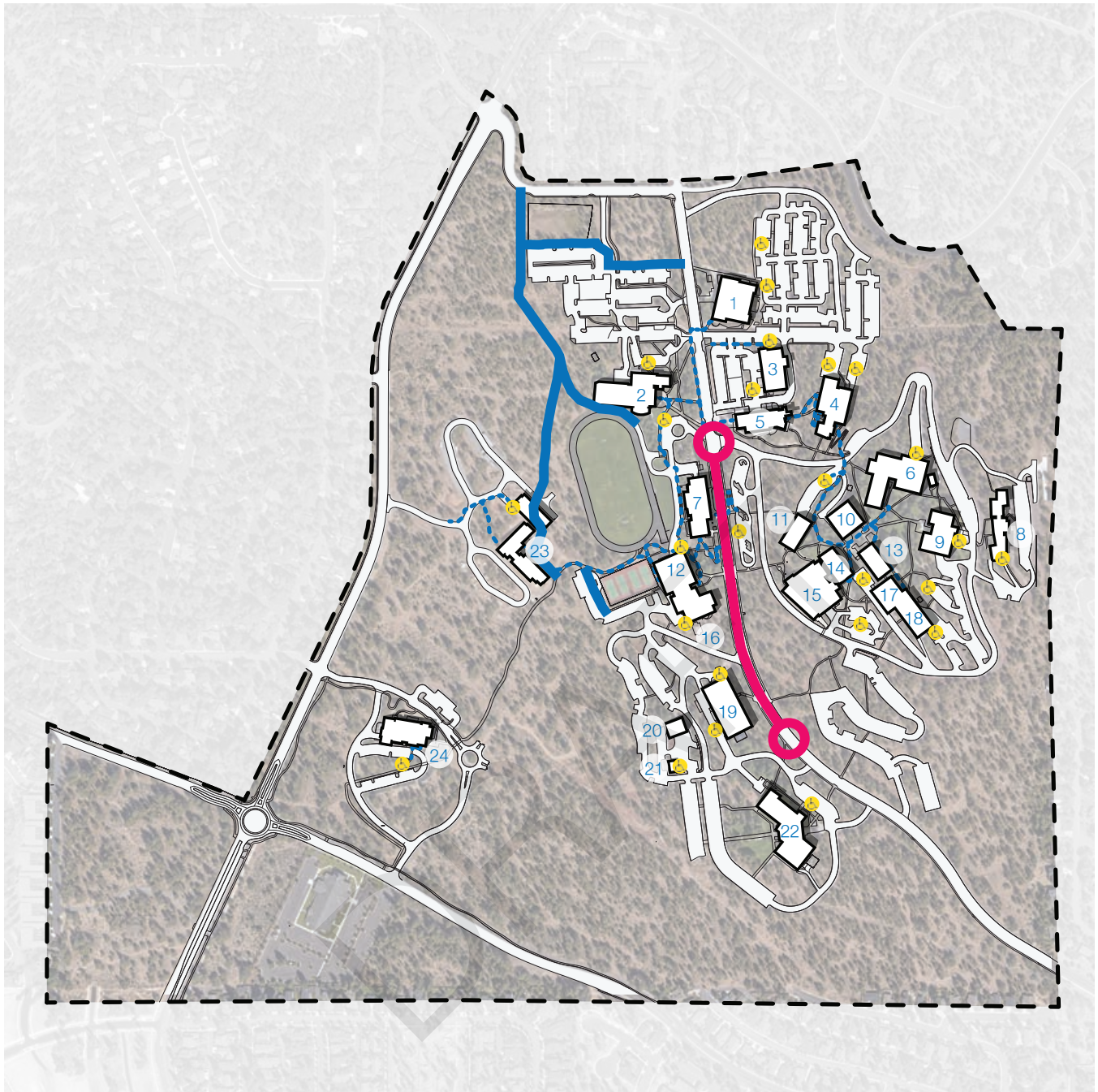
- College Way Limited Access
- New Monument Sign/Render Board
- New Directional Signage

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

## Accessibility Improvements

The pedestrian paths supporting the new recreation field and north parking area will also comply with campus accessibility guidelines. With the proposed limited access to College Way, the newly created pedestrian mall will provide a significant accessible route through campus, linking north and south portions.

DRAFT



[map 1.20]



20 ACCESSIBILITY IMPROVEMENTS

- █ New ADA Walkways
- Existing Disabled Parking
- - - Existing ADA Walkways

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Cascades Hall         | 14 Deschutes                    |
| 2 Barber Library        | 15 Science Center               |
| 3 Newberry              | 16 Physiology Lab               |
| 4 Pioneer               | 17 Pinckney Center for the Arts |
| 5 Health Careers Center | 18 Pence                        |
| 6 Ochoco                | 19 Ponderosa                    |
| 7 Coats Campus Center   | 20 Physical Plant               |
| 8 Juniper Hall          | 21 Campus Services              |
| 9 Grandview             | 22 Boyle Education Center       |
| 10 Modoc                | 23 Wickiup Residence Hall       |
| 11 Metolius             | 24 Jungers Culinary Center      |
| 12 Mazama               |                                 |
| 13 Jefferson            |                                 |

# Redmond Campus Analysis



## Campus History

COCC has served the educational needs of the Redmond community since the 1970s. In 1993, through a process involving Deschutes County, the City of Redmond, and the College, COCC was deeded 24.38 acres of land and acquired leases for 2.21 and 2.37 acres of adjacent land to establish the Redmond Campus. The campus is located immediately west of the Redmond Municipal Airport. This prime central location, surrounded by vibrant manufacturing and industrial partners, provides high visibility and easy access to all of Central Oregon.

In 1997 the first building (Building 1) was completed, housing COCC classrooms, a student gathering space, and administrative facilities, in addition to the Oregon Innovation Center (no longer in operation). Services included credit and non-credit classes, a state-funded Basic Skills Center, and student support services. Funding for the initial 10,500 square foot construction came from College general construction funds and a \$455,000 Regional Strategies grant. The Redmond Workforce Connection, or One Stop, was built in 1998 (Building 2), housing a number of state agencies providing employment services and job counseling in a single location. The construction was funded through contracts with the agencies occupying the building.

With a \$500K matching grant from the Meyer Memorial Trust and significant support from the Ford Family Foundation, construction began on the Redmond Campus's third building, the Manufacturing and Applied Technology Center (MATC or Building 3). The 26,000 square-foot facility was completed in 2001 to house manufacturing programs including Welding, Computer Numeric Cutting Machining, Manual Machining, Quality Control, and Industrial Maintenance, in addition to Adult Basic Skills, general purpose classrooms, student study space, and administrative facilities. Funding for this facility included remaining library bond funds approved by voters for use on this project, an approximately \$450,000 Department of Labor Grant, a \$750,000 manufacturing equipment donation from Epson Portland, and other private donors.

The Redmond Campus saw significant growth during the economic downturn beginning in 2007. Although the groundwork for expanding both credit courses and student services began in 2006, the sudden growth in students between 2008-2011 served as the impetus for an increased and regular presence of full-time faculty and student services specialists in enrollment, advising, and financial aid. At the height of enrollment in this period, 2,436 credit students attended classes at the Redmond Campus. With additional faculty and classes, students could now earn the AAOT degree in Redmond.

In fall 2014, Redmond Campus's fourth building, the flagship Redmond Technology Education Center opened. This 34,000 square-foot state of the art building houses technology-centered Redmond programs and classes such as Hybrid-Electric Automotive, Veterinary Technology, and the physics of solar power. The building itself is Earth Advantage platinum certified and serves as a model for sustainability. In addition, the Small Business Development Center's office in the building encourages technology-based entrepreneurship and education. Funding for the project came from a 2009 voter approved bond and state matching funds.

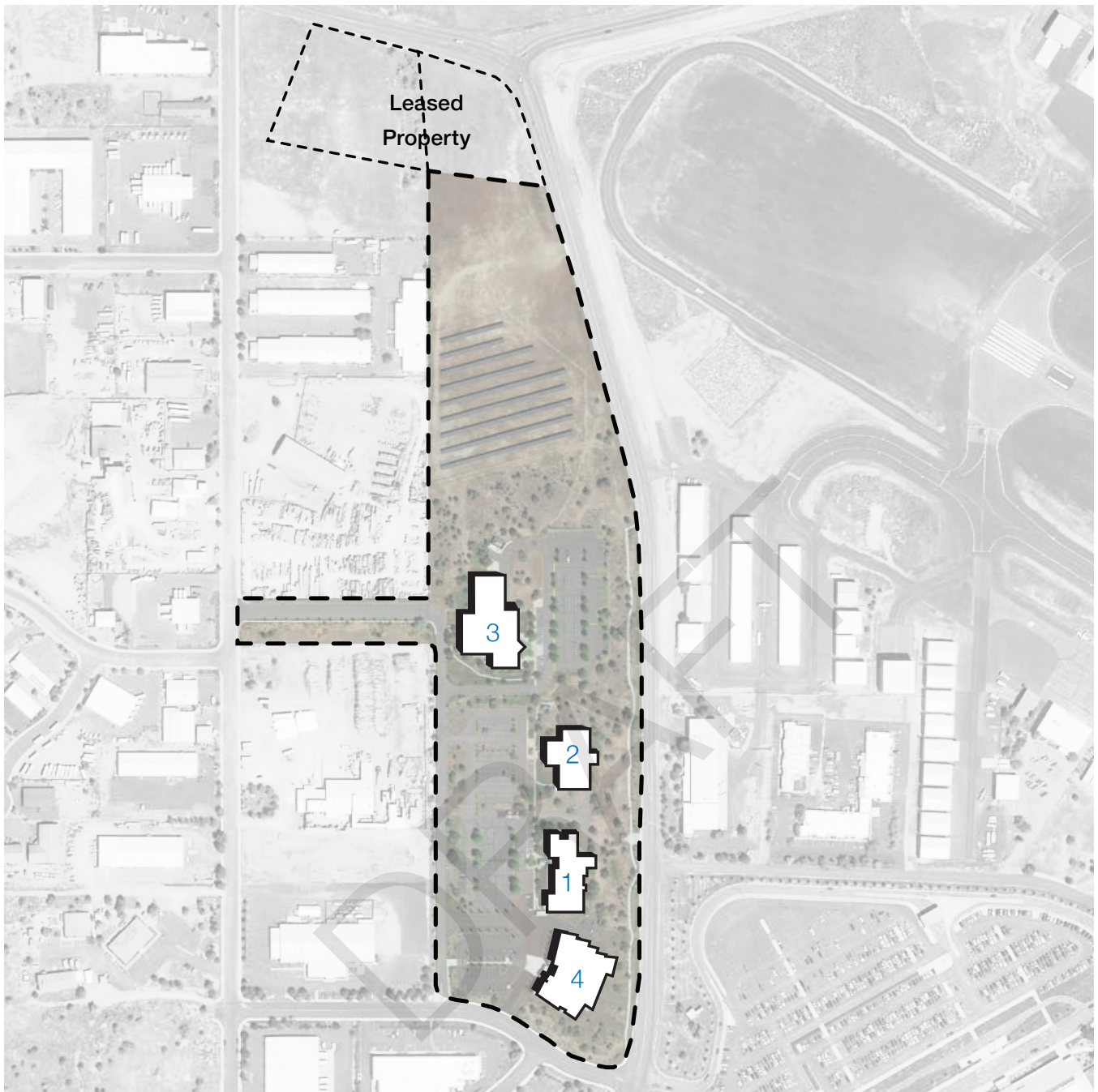
The Redmond Campus continues its role as a leader in innovative technology and clean energy. In October 2016, COCC launched one of the largest photovoltaic system arrays in the state. The 540KW solar array is located on the northern end of the campus and provides more than 90 percent of the campus's energy needs. The array is connected to kiosks in every building that display real-time solar energy generation, highlighting equivalent environmental benefits such as gallons of gasoline saved, trees planted, and pounds of carbon dioxide emissions reduced. The kiosks and the array serve as learning tools for COCC students and visiting students and teachers attending public tours from surrounding school districts. The project exemplifies COCC's forward-looking attitude with the Redmond Campus front and center in the College's future.

## Current Facilities

<b>Buildings</b>	<b>Year</b>	<b>Area</b>
Building 1	1997	13,500
Building 2	1997	11,000
Building 3 (MATC)	2001	40,000
Technology Education Center (RTEC)	2014	34,000
Veterinary Technician Lab		10,000
	<b>Total Area</b>	<b>108,500</b>

DRAFT





[map 2.1]



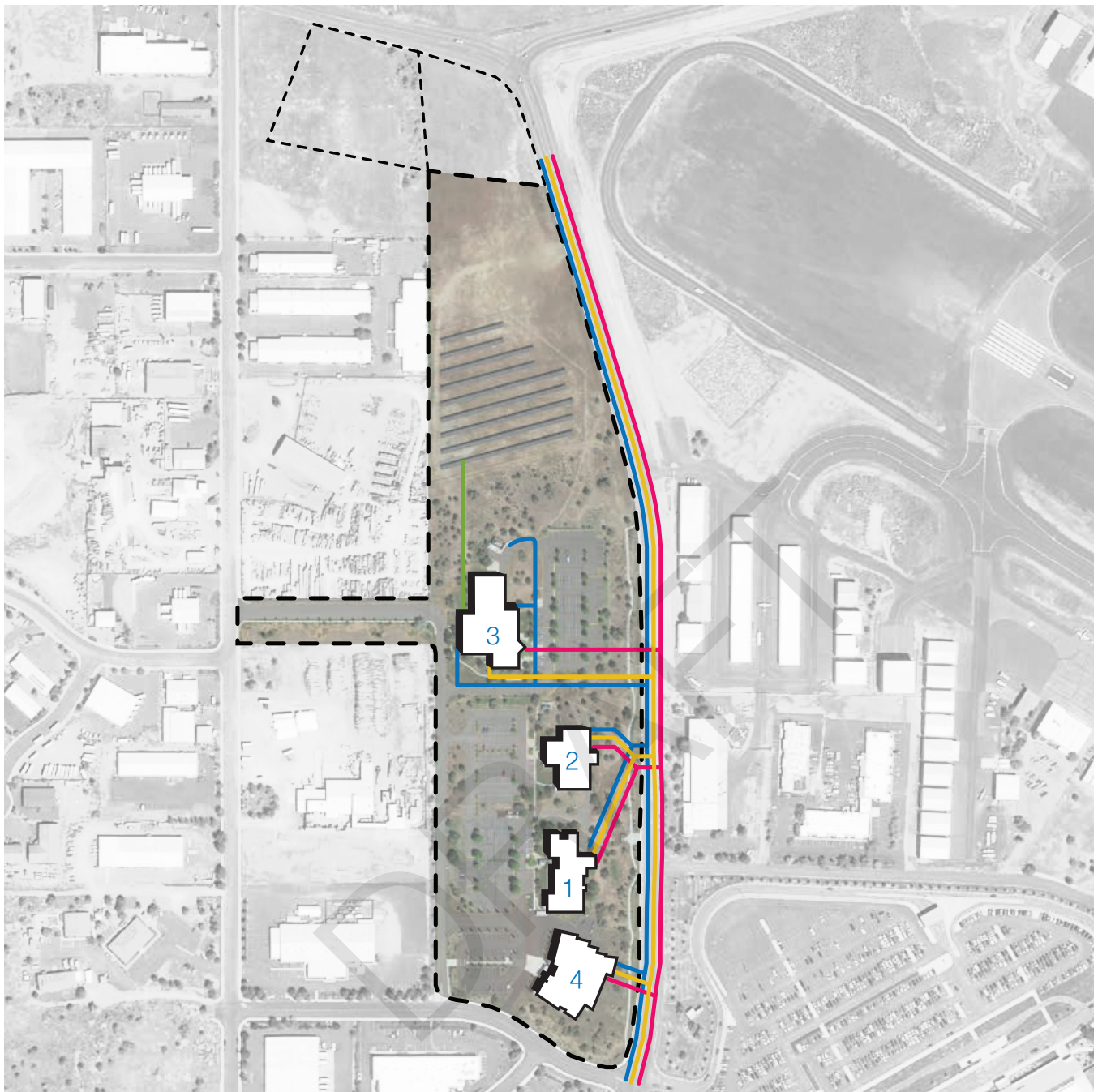
01 CURRENT FACILITIES

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Utilities

The Redmond Campus is served with primary utilities from Airport Way. Water, sanitary sewer, and natural gas for each building comes directly from utility lines located in Airport Way. Electrical power is located overhead with underground connection to the solar array on the northern edge of campus.





DRAFT



[map 2.2]



02 CURRENT UTILITIES

-  Water
-  Gas
-  Sanitary
-  Electrical

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Open Space and Pedestrian Circulation

The existing open spaces are minimal and primarily focused at building entries. Both Building 3 and the Redmond Technology Education Center have entry plazas that are used by students and faculty in fair weather. The Technology Education Center also has a small pocket park on its east side. The coffee cabana located between Buildings 2 and 3 has an outdoor deck with an area for small groups.

Existing pedestrian circulation on campus is a small collection of sidewalks at the edge of the parking areas. The primary north/south walk connects all buildings, with a parallel pedestrian path adjacent to Airport Way.



DRAFT



[map 2.3]



03 CURRENT OPEN SPACE AND PEDESTRIAN CIRCULATION

-  Pedestrian Circulation
-  Open Space

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Vehicular Circulation and Parking

With a distinctive address along Airport Way, COCC is accessed via Salmon Avenue and College Loop Road. College Loop Road is also used as the primary connector between the parking areas. Each building also has a service access lane. Current parking is adequate for typical daily activities, but special events do cause overflow onto College Loop Road.





DRAFT



[map 2.4]



04 VEHICULAR CIRCULATION

-  Arterial Road
-  Campus Vehicular Road
-  Campus Service Road
-  Parking

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Bicycle Circulation and Parking

Bicycle access to campus utilizes both public streets and the multi-modal path adjacent to Airport Way and Salmon Avenue. Bicycle parking is provided at each building entry, with a covered parking area between Building 1 and the Technology Education Center.

DRAFT





[map 2.6]



05 CURRENT BICYCLE CIRCULATION AND PARKING

 Bicycle Circulation

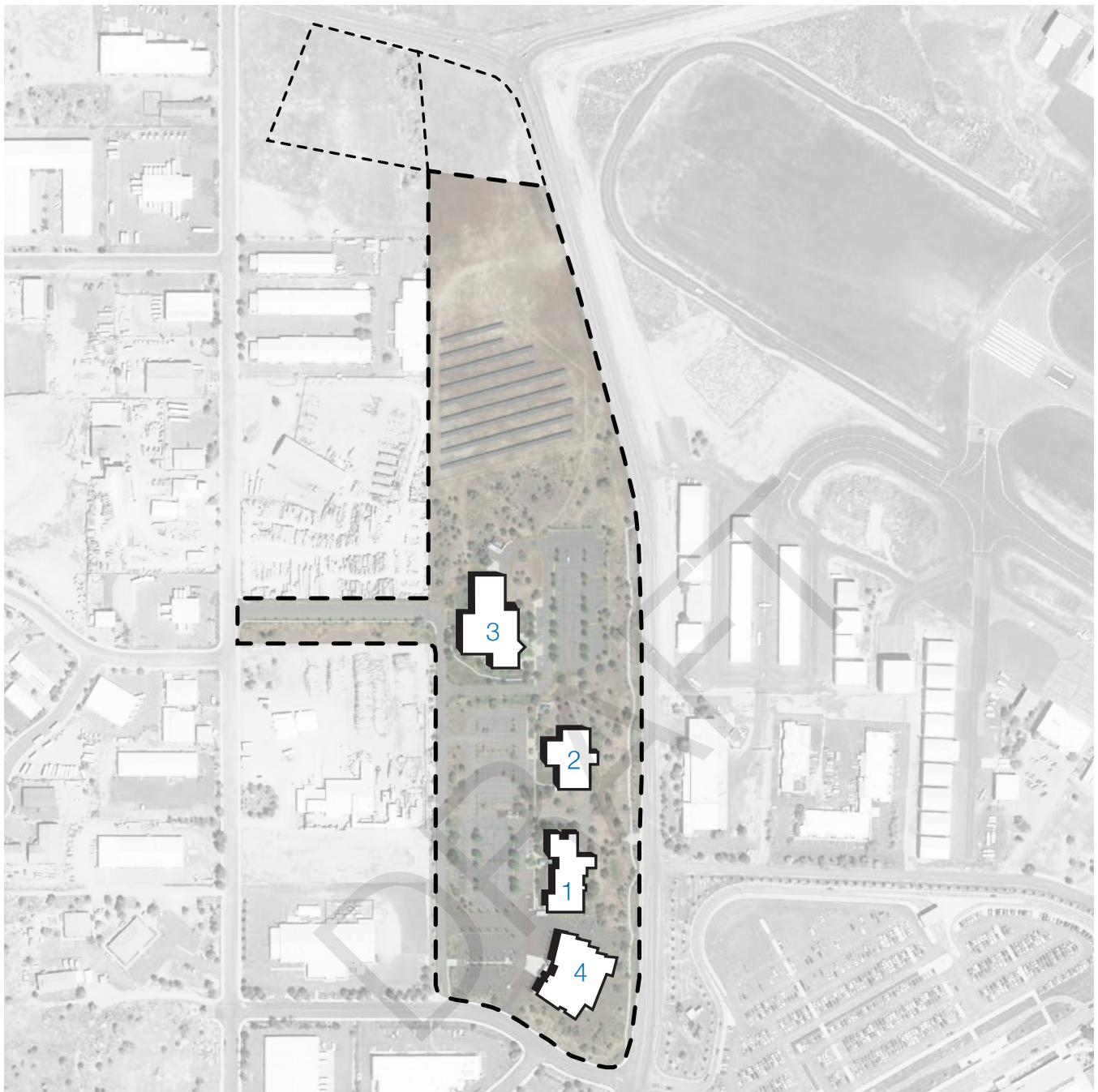
 Bicycle Parking

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Public Transportation

At the time of this report, the campus was not served by Cascades East Transit, but negotiations are in process to reestablish a transit stop on campus.

DRAFT



[map 2.7]



06 CURRENT PUBLIC TRANSPORTATION

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Wayfinding and Signage

Wayfinding consists of a modest monument sign on Airport Way, directional signs at the entry of each parking area, and identification signs for each building. Signage is small, but does follow COCC's standards.


DRAFT



[map 2.8]



07 CURRENT WAYFINDING AND SIGNAGE

 Campus Signage

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Current Accessibility

Since the campus is relatively flat, the current network of pedestrian paths and walks also provide accessible routes throughout campus. Accessible parking is provided adjacent to each building entry with connectivity to the campus path system.

DRAFT



[map 2.9]



08 CURRENT ACCESSIBILITY

— Accessibility Path

 Handicap Stall

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

# Redmond Campus - 10-Year Master Plan Concept

## Overview Narrative

With an increasing number of COCC students originating from the Redmond area, the Redmond campus is focusing on becoming a “comprehensive campus” within the next 10 years. To achieve that status, improvements to student services, food service, library, and instructional spaces will be needed.

It is proposed to convert Building 2 into a Student Center, which will provide student support activities, library facilities, and food service. This new Student Center would become the heart of the Redmond campus, giving students a true “home base” that currently does not exist. Similar to the Bend campus, current classrooms and labs have utilization capacity, but improvement to existing spaces will increase their effectiveness and flexibility. There is also the opportunity to relocate the automotive program from Bend to Redmond, consolidating all automotive programs on a single campus and providing space for future growth. Additionally, consideration is being given to adding a general purpose classroom building that would include college level science labs.

To support the goal of becoming a comprehensive campus, improvements to campus circulation, open space, and wayfinding will enhance student access and public awareness of the campus. Expanding pedestrian paths between buildings will support the new Student Center, reinforcing it as the campus hub.



## Educational Focus and Goals

### **Become a “Comprehensive Campus”**

College Administration  
Student Support Services and Testing  
Food service  
Library

### **Improve Existing Instructional Spaces**

General purpose classrooms  
Science and Instructional Labs  
Vet Tech  
Medical Assistant - Consider locating a Medical Assistant program in Redmond

### **Building 2 (currently leased to the State)**

Renovate into a Student Center

### **Technology Education Center**

Expand class offering to improve utilization  
Expand Manufacturing and Machining

### **Move Automotive Program from Bend**

Renovate existing space or acquire additional space adjacent to existing campus

### **Campus Infrastructure**

Improve wayfinding and campus signage  
Improve pedestrian circulation with paths connecting all buildings

## Building Expansion and Improvements

- A Improve Existing Instructional Spaces
  - General purpose classrooms
  - Science and Instructional Labs
  - Vet Tech
  - Medical Assistant - Consider locating a Medical Assistant program in Redmond
  
- B Building 2 (currently leased to the State)
  - Renovate into a Student Center
  
- C Move Automotive Program from Bend
  - Renovate existing space or acquire additional space adjacent to existing campus
  
- D Consideration of an additional general purpose classroom building



[map 2.9]



09 BUILDING EXPANSION AND IMPROVEMENTS

 Renovation

 Possible Expansion

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Open Space and Pedestrian Circulation Improvements

To support the conversion of Building 2 into a Student Center, the creation of new exterior public space will provide students and faculty the opportunity to move their activities to the outdoors. The Student Center can also be designed with indoor/outdoor spaces, allowing areas for the building to be open to the exterior during favorable weather.





Additional pedestrian paths are also proposed, providing connectivity between buildings on the east side. These paths also provide access to the Airport Way multi-modal path, creating a loop around campus for walking and running activities.



[map 2.9]



### 10 OPEN SPACE AND PEDESTRIAN CIRCULATION IMPROVEMENTS

-  Pedestrian Circulation
-  Public Outdoor Space
-  Existing Pedestrian Circulation
-  Existing Outdoor Space

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Parking and Vehicular Circulation Improvements

With existing parking meeting the daily campus needs, parking expansion would only assist with the overflow created during special events. A small area adjacent to College Loop Road is undeveloped, and it could be paved to provide an additional 15-18 spaces.

DRAFT



[map 2.9]



### 11 PARKING AND VEHICULAR CIRCULATION IMPROVEMENTS

 Parking Expansion

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Bicycle Circulation Improvements

All new paths added to campus are intended to be multi-modal - serving pedestrians and cyclists, and will be fully accessible. The new paths to the east and north will provide access between buildings and to the public path along Airport Way.

DRAFT





[map 2.9]



### 12 BICYCLE CIRCULATION AND PARKING IMPROVEMENTS

— Bicycle Circulation

●●● Existing Bicycle Circulation

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Wayfinding and Signage Improvements

To enhance campus identity and general wayfinding, it is proposed that each building be named and provided with new identification signage. The campus also has limited exposure along Airport Way. By adding a monument sign on the northern edge of campus and vertical banners on Airport Way, the general public will become more aware of COCC.



DRAFT



[map 2.9]



13 WAYFINDING AND SIGNAGE IMPROVEMENTS

-  Monument Sign
-  Roadside Banners

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

## Accessibility Improvements

Campus accessibility requires no improvements. New paths added to campus will be multi-modal and in full compliance with accessibility standards. The new paths proposed for the east side of Buildings 1 and 2 and north side of Building 3 will provide connectivity between buildings and to the public path adjacent to Airport Way.

DRAFT



[map 2.9]



14 ACCESSIBILITY IMPROVEMENTS

— Accessibility Path

♿ Handicap Stall

• • • Existing Accessibility Path

- 1 Building One
- 2 Building Two
- 3 Building Three
- 4 Technology Education Center

# Madras Campus Analysis



## Campus History

In 2001, following a number of years of effort led by then COCC Board member, Don Reeder, the College entered into an agreement with the Bean Foundation of Madras, Oregon. The Bean Foundation agreed to give COCC three parcels of land totaling approximately 49 acres on the east side of Madras, located across from Madras Middle School. In return, COCC agreed to construct a minimum of 25,500 square feet of buildings for education and training on the property in three phases over a multi-year period.

The Bean Foundation conveyed the first parcel to the College in June of 2003. The College was then required to construct 8,500 square feet of building within five years of recording the deed. By amendment to the agreement, the timeframe for construction was extended to five years from December 2010, the date of recording a new deed to the parcel.

COCC completed the Madras Campus in September 2011 with funding from a 2009 voter approved bond, Jefferson County, and a US Department of Housing and Urban Development Grant. The 12,005 square-foot facility provides classrooms, a computer lab, community meeting room, testing and tutoring, administrative space, and storage. The Madras campus offers credit classes, Continuing Education classes, a drop-in computer lab, testing and tutoring, and student support services.

In 2014, the College agreed to amend the existing Bean Foundation agreement to enable the City of Madras to extend City View Drive and also provide a connection to existing foot and bike paths. This amended agreement also reduced the total available acreage to the College. The Bean Foundation agreed to extend the date of completion of the second phase of construction totaling a combined 17,000 square feet, to September 1, 2021, 10 years from the opening of the first Madras building. The agreement also extends the due date to September 1, 2026 for constructing the final phase totaling a combined 25,500 square-feet. If COCC meets the total combined square footage construction of 25,500 prior to September 2026, COCC will be entitled to receive title to the property at time of completion.

## Educational Focus and Goals

Support Academic Transfer – Utilize Technology/Distance Learning  
Agriculture Focus Programs and Partnerships

OSU Extension Partnership

Early Childhood Education

CTE – Welding

Criminal Justice

Possible net-zero facility with solar array

## Phased Expansion

The Madras Campus Site has opportunities for growth that are tied to square footage increases of their existing facility or by adding new facilities to the site. These increases in facility area must also be completed within the noted time frame from the construction of the current Education Center (2011).

Phase 1	15 acres	Current Campus Center – 12,000/sf
Phase 2	Additional 15 acres	Total facility area of 17,000/sf on campus 10 years to complete (add 5,000/ sf to campus)
Phase 3	Additional 20 acres	Total facility area of 25,500/ sf on campus 15 years to complete (add 8,500/sf to campus)







[map 3.1]



01 CURRENT MADRAS CAMPUS

- 1. Phase 1 - Education Center

## Phase 2 Expansion - 10 Year Plan

With the addition of approximately 5,000 square-feet to the current facility, COCC can expand the campus site area to include the nearly 15-acre parcel to the west. The Campus will be expanded to the west (2 levels) along with parking. There is also opportunity for a solar array installation on the hillside north of the parking lot, which could provide the opportunity for a net-zero facility.

DRAFT



[map 3.1]



02 MADRAS EXPANSION PHASE 2

- 1. Phase 1 - Education Center
  - A. Phase 2 - Building Expansion (5,000 sf)
  - B. Phase 2 - Solar Array
  - C. Phase 2 - Parking Expansion

## Phase 3 Expansion - 25 Year Plan

With an additional 8,500 square-foot facility, COCC can expand the campus site area to include another approximately 20-acre parcel to the west. A facility could be an industrial style building that would support programs focused on agricultural research (“Rangeland Research Station”) and science oriented programs.

DRAFT



[map 3.1]



### 03 MADRAS EXPANSION PHASE 3

- 1. Phase 1 - Education Center
  - A. Phase 2 - Possible Building Expansion (5,000 sf)
  - B. Phase 2 - Solar Array
  - C. Phase 2 - Parking Expansion
  - D. Phase 3 - Possible New Building (8,500 sf)
  - E. Phase 3 - Parking and Access Road

# COCC Crook County Open Campus Analysis



## Campus History

Following the passage of the voter approved bond in 2009, COCC began looking for a permanent location in Prineville to provide services to Crook County and surrounding areas. The College's commitment to having a permanent location ran parallel to an effort spearheaded by Tim DeBoodt, OSU Extension agent for Crook County, seeking a Broadband Technology Opportunity Program (BTOP) grant from the federal government. With the awarding of a BTOP grant to Crook County, the prospect of combining County and College resources led to the building of the COCC Crook County Open Campus, a resource grander than what either entity could have provided without the other's assistance.

Through this creative collaboration, the County and College constructed a 13,000 square foot high technology facility that includes advanced multi-media classrooms, a drop-in computer lab, advanced culinary kitchen, testing and tutoring, public meeting space, student study areas, and administrative facilities.

Strategically located near the OSU-Extension Office, the 4-H building, Crook County High School, and the Crook County Fairgrounds, the facility provides credit classes, Continuing Education courses, Adult Basic Skills/College Preparation, and student support services.

## Educational Focus and Goals

The Campus is a valuable educational asset to both COCC and Crook County, but is currently underutilized with capacity for program growth (see Utilization Report). Sharing the campus with OSU Extension and Crook County presents opportunity for academic partnerships that continue to be explored. Areas of focus could include:

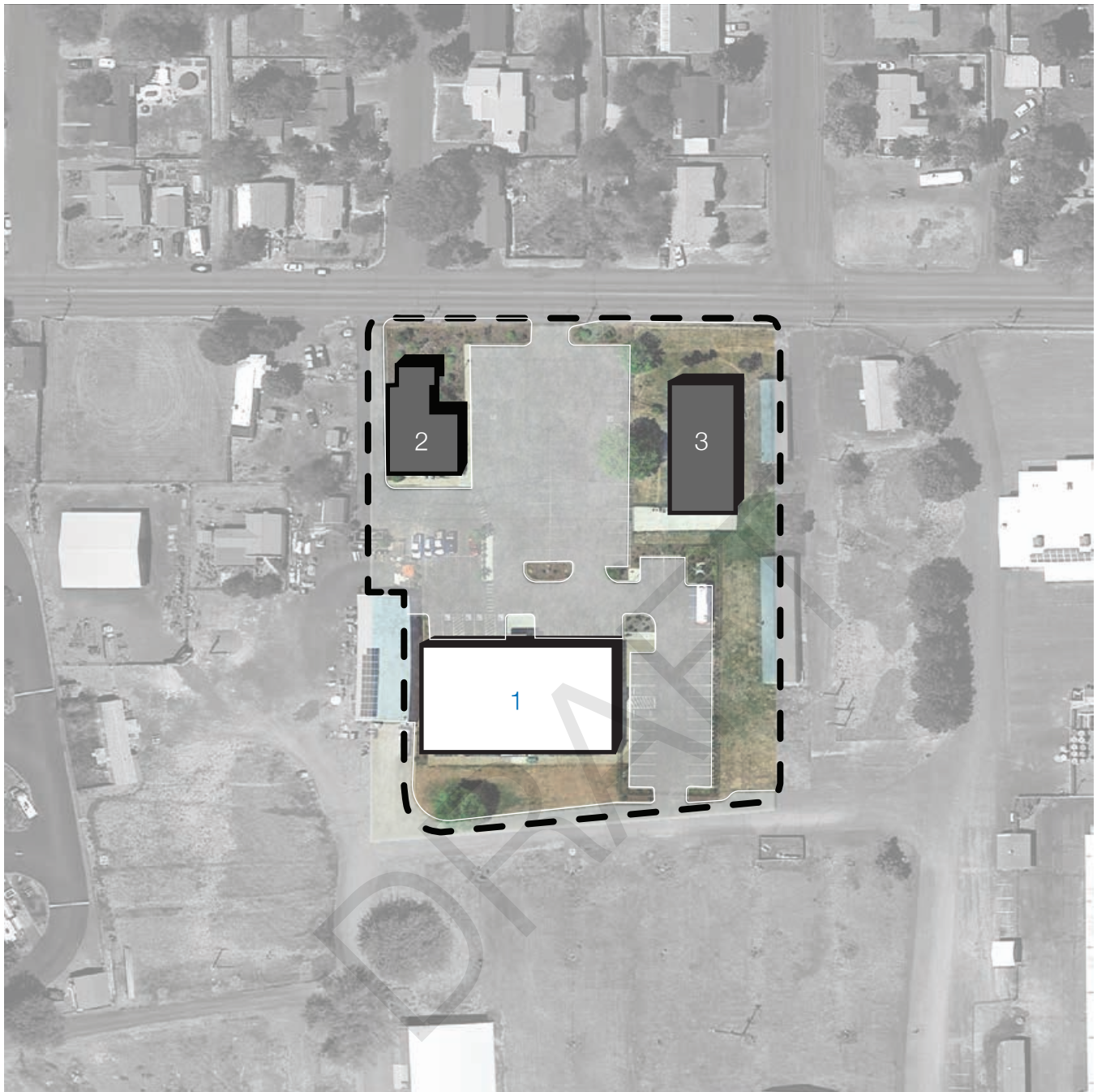
- Continue to support Academic Transfer by utilizing technology and distance learning
- Create and improve student gathering spaces
- Business oriented classes
- Data Center Technicians – workforce training

## Current Prineville Campus

The Campus is a valuable asset to both COCC and Crook County. The jointly owned facility has numerous flexible instructional spaces that support a range of educational functions. Co-located on campus with the Oregon State University Extension Service and Crook County presents opportunities for academic partnerships and shared facility use.

DRAFT





[map 4.26]



01 PRINEVILLE CAMPUS

Existing Buildings

1 COCC / Crook County

2 OSU Extension

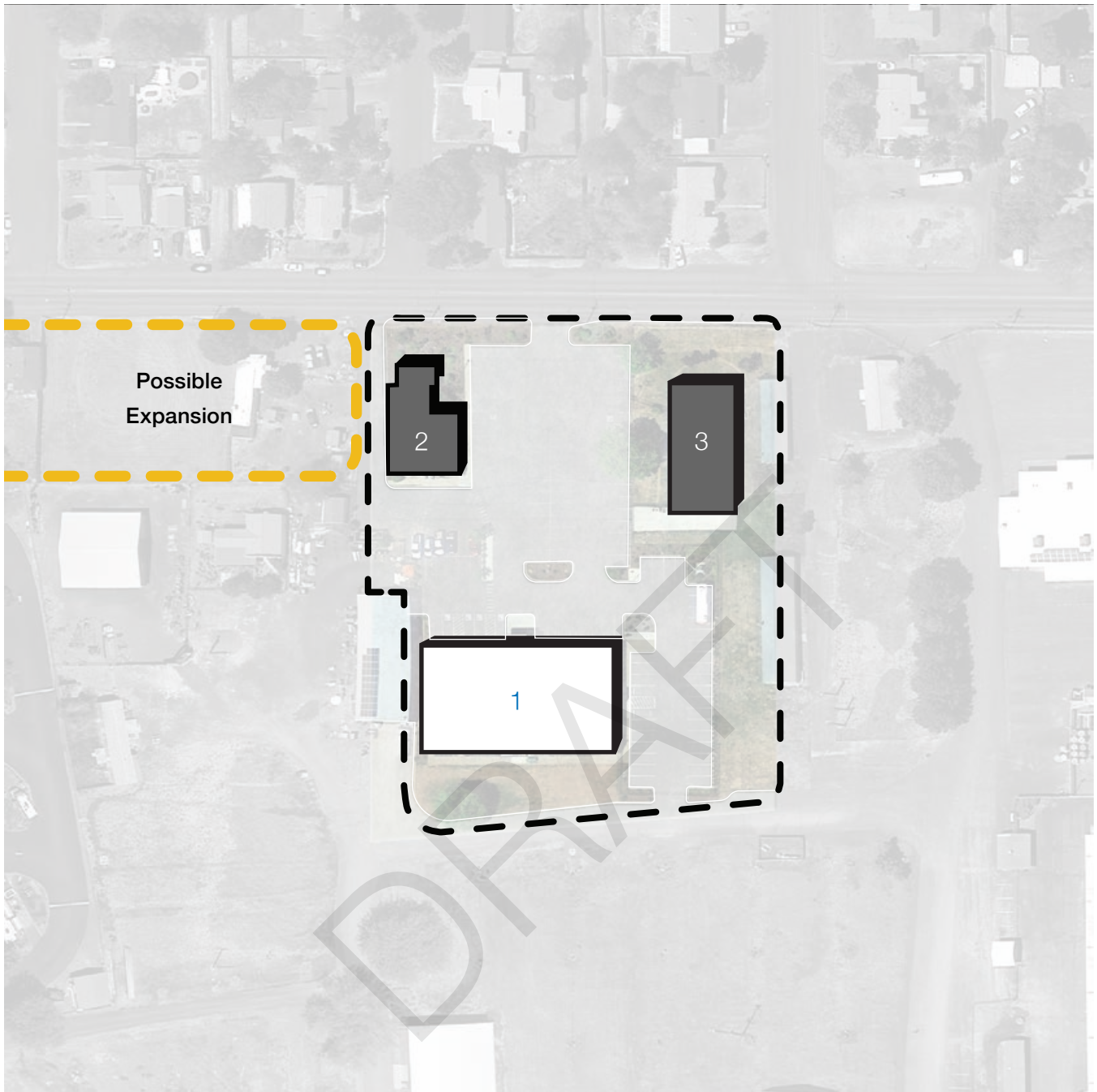
3 Crook County 4H

# Prineville Campus - 10-Year Master Plan Concept

## Future Expansion

If expanding the campus is desired in the future, acquiring property on Lynn Boulevard would increase COCC's public presence on a major street and support partnership opportunities with the adjacent OSU extension facility.

DRAFT



[map 4.26]



02 PRINEVILLE CAMPUS

- 1 COCC / Crook County
- 2 OSU Extension
- 3 Crook County 4H

# Appendix

Steering Meeting Notes

Survey and Open House Input

COCC Academic Master Plan

COCC Technology Master Plan

COCC Parking Master Plan

Pauline Utilization Analysis

COCC Accessibility Master Plan

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Central Oregon Community College  
Board of Directors

## **INFORMATION**

### **COMMUNITY PERCEPTION SURVEY**

Prepared by: Ron Paradis, College Relations-Executive Director

#### **A. Overview**

Over the past two years, staff in College Relations and the COCC Foundation have been working together on creating a more comprehensive “institutional advancement” model for the College.

In order to assist in providing context for the work, we contracted with Riley Research, an established research firm in Portland, to conduct a scientific survey of 616 Central Oregon residents to provide quantitative data.

This telephone-based survey was developed so it could be benchmarked against a similar survey conducted in 2011 (and to a lesser extent two other previous surveys).

At the June 13 meeting, we will provide the results of the survey.

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

**Prepared by: Sharla Andresen, Director of Risk Management/Contracts and  
Chris March, Senior Public Safety Officer**

<b>Subject RFP # 1520-18</b>	<b>Lenel Support, Fire Alarm Monitoring and Intrusion &amp; Duress Alarm Monitoring and Support</b>
<b>Strategic Plan Themes and Objectives</b>	
Institutional Sustainability	IS.6 Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.

**A. Background**

To support a safe and secure learning environment, the College continues to implement a robust security and access control infrastructure. Its Lenel access control system is a cornerstone of that infrastructure. This system manages access to College property through door information and control as well as badging and credentialing tools. In addition to monitoring fire, duress and intrusion alarm systems, the college continues to install and maintain access control, intrusion and duress alarms systems in a number of different configurations and locations. The service and support needs of all of these access control intrusion and duress alarm systems will continue to increase and likely include new technologies as they become available.

The college invited proposals from qualified service and support organizations that were capable of providing 24x7 monitoring of its fire, intrusion and duress alarms systems as well as service and support of both the Lenel access control, intrusion and duress alarm systems; including, but not limited to, software updates, integration, licensing agreements and hardware support, as well as repair and preventative maintenance for all Campuses. The College also looked for fixed pricing for repair services, annual preventative maintenance and alarm monitoring.

On April 12, 2018, the College received three bids in response to the above referenced solicitation. After careful review, a decision has been made to recommend award of the contract for the College's Lenel Support, Fire Alarm Monitoring, and Intrusion & Duress Alarm Monitoring and Support to the responsive and responsible bidder, Cook Security Group. This contract is expected to be approximately \$36,000 a year with an initial contract period of three years with two one-year options for renewal.

**B. Options/Analysis**

- Accept the bid proposal and award the Lenel Support, Fire Alarm Monitoring and Intrusion & Duress Alarm Monitoring and Support contract to Cook Security Group.
- Not accept the bid proposal for the Lenel Support, Fire Alarm Monitoring and Intrusion & Duress Alarm Monitoring and Support and go out for a new solicitation.



**C. Timing**

Approval at this time will enable the College to have a contract in place by the start of the new academic year.

**D. Budget Impact**

Funding for these services are budgeted in the Campus Public Safety accounts.

**E. Proposed Resolution**

Be it resolved that the Board of Directors do hereby accept the proposal for Lenel Support, Fire Alarm Monitoring and Intrusion & Duress Alarm Monitoring and directs that a contract be executed with Cook Security Group with an initial contract period of three years with two one-year options for renewal.