



CENTRAL OREGON
community college

**CENTRAL OREGON
COMMUNITY COLLEGE**
Board of Directors' Meeting – AGENDA
Wednesday, November 8, 2017 – 5:45PM
Elevation – Cascade Culinary Institute
COCC Bend Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:45 pm	I. Call to Order			Krenowicz
5:45 pm	II. Introduction of Guests			Krenowicz
5:47 pm	III. Agenda Changes			
5:48 pm	IV. Public Hearing and Testimony			
	A.			
5:55 pm	V. Consent Agenda***			
	A. Minutes			
	1. Regular Meeting (October 11, 2017)	5.a1	X	Smith
	B. Personnel			
	1. New Hire Report (October 2017)	5.b1	X	Fegley ^A
6:00 pm	VI. Information Items			
	A. Financial Statements	6.a		Bloyer ^A
	B. Oregon Promise	6.b		Moore ^A
	C. Landscape and Irrigation	6.c*		Viola ^P
	D. Multicultural Activities	6.d		Roth/Moore ^P
6:50 pm	VII. New Business			
	A. Budget Committee	7.a	X	Krenowicz ^A
7:00 pm	VIII. Board of Directors' Operations			
	A. Board Member Activities			Krenowicz
7:30 pm	IX. President's Report			Metcalf
	A. Updates			
	1. Central Oregon Summer Spanish Immersion (COSSI)			
	2. Certified Nursing Assistant Program			
	3. Cascade Culinary Institute (CCI)			
	X. Dates			
	A. Wednesday, December 6 , 2017 @ 5:45 p.m. Board of Directors' Meeting Christiansen Boardroom – Boyle Education Center Bldg. (Note: this is the 1 st Wednesday in December)			
	B. Wednesday, January 10, 2018 @ 5:45 p.m. Board of Directors' Meeting Christiansen Boardroom – Boyle Education Center Bldg.			
	C. Wednesday, February 7, 2017 (11:30 a.m.) Board of Directors' Retreat Christiansen Boardroom – Boyle Education Center Bldg.			
	D. Wednesday, February 14, 2017 @ 5:45 p.m. Board of Directors' Meeting Christiansen Boardroom – Boyle Education Center Bldg.			

- 7:50 pm XI. Adjourn to Executive Session
- XII. Executive Session:
 ORS 192. 660 (1) (d) Labor Negotiations
 ORS 192.660 (1)(i) Performance Evaluation Public Officers
 and Employees
- XIII. Adjourn Executive Session
- XIV. Re-Convvene Regular Board of Directors’ Meeting – Open Session
- XV. OLD BUSINESS
 A. ABS / OSEA Contract 15.a X Newby^A
- XVI. ADJOURN

* Material to be distributed at the meeting (as necessary).

** Times listed on the agenda are approximate to assist the Chair of the Board.

*** Confirmation of Consent Agenda items submitted by the President. Any item may be moved from the Consent Agenda to Old/New Business by a Board Member asking the Chair to consider the item separately.

P = indicates a Presentation will be provided. A = indicates the presenter is Available for background information if requested.



Central Oregon Community College
Board of Directors' Meeting
MINUTES
Wednesday, October 11, 2017- 5:45pm
Redmond Technology Education Center
COCC Redmond Campus

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

ABSENT: Bruce Abernethy

CALL TO ORDER: Joe Krenowicz, Board Chair for 2017-18

INTRODUCTION OF GUESTS: Tony DeBone-Deschutes County Commissioner, Kathy DeBone, Annemarie Hamlin, Mandy Felton, Diana Kalanquin, Betsy Julian, David Dona, Jerry Schulz, Dan Cecchini, Jenni Newby, Michael Fisher, Lisa Bloyer, Steve Pitman, Eddie Johnson-Faculty Forum President, Ron Paradis, Joe Viola, Zak Boone, Patti Norris, Julie Downing, Sharla Andresen, Glenda Lantis, and others.

PUBLIC HEARING AND TESTIMONY:

Fostering College Writing at the High School Level and Cascade Commitment – Jenni Newby-instructional dean, introduced Annemarie Hamlin-associate professor of English, and Mandy Felton of Ridgeview high school in Redmond. They talked about the how COCC and area high schools worked together as part of the Cascades Commitment to offer college credit for students in the high schools. COCC and the High Desert ESD and local schools collaborated to formulate the first Advanced Placement (AP) institute in central Oregon.

CONSENT AGENDA:

Mr. John Mundy moved to approve the Consent Agenda (Exhibits: 5.a1-5.c4).

Ms. Laura Craska Cooper seconded the motion. MCU. Approved. M10/17:1

BE IT RESOLVED that the Board of Directors reviewed and approved the Regular Meeting Minutes of September 13, 2017 (Exhibit: 5.a1);

BE IT RESOLVED that the Board of Directors reviewed and approved the August and September 2017 New Hire Report (Exhibits: 5.b1-5.b2);

BE IT RESOLVED that the Board of Directors approves the employment contracts for Roy, Cary, Bouse and Solar (Exhibits: 5.c1, 5.c2, 5.c3 & 5.c4).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 6.a)

The Board of Directors were apprised of the August 2017 Financial Statements.

Loop Road Completion Housing Operations Report (Exhibit: 6.b)

Steve Pitman-capital projects manager, reviewed the background of completing a “loop road” around the upper part of the COCC Bend campus. He explained that building a short segment of new roadway that then connects to parking lot C6 near Cascades Hall will improve ingress and egress to the Bend campus. The “loop road” will provide a safer access and exit to the north portion of the campus during inclement weather and reduce traffic and improve pedestrian safety at the intersection near the Health Careers Center, the Barber Library, and the Coats Campus Center.

NEW BUSINESS:

Pence/Pinckney Transformer Replacement (Exhibit: 8.a)

Mr. Joe Viola-director of campus services and Sean Ladd-campus services building maintenance supervisor reviewed that the Bend campus has experienced several electrical power outages – the causes have been determined to be the aging (50 year-old) Pence/Pinckney transformer.

Ms. Vikki Ricks moved to approve the replacement of the Pence transformer using Summit Power Systems (Exhibit: 8.a). Ms. Laura Craska Cooper seconded the motion. MCU. Approved. MI0/17:2

BOARD OF DIRECTORS' OPERATIONS:

- | | |
|-------------------|---|
| Ms. Craska Cooper | Meeting with Zak Boone-Executive Director of the COCC Foundation
Fall Board Retreat at the Madras campus |
| Ms. Ricks | EDCO Luncheon re: Sunriver and La Pine
ACCT Conference in Las Vegas
highlight of conference – Effective K-12 relationships
Fall Board Retreat at the Madras campus
South Deschutes County Education meeting
OCCA Executive Committee meeting in Salem
Art Exhibition in the COCC Barber Library |
| Mr. Mundy | Meeting with Dan Cecchini-Chief Information Officer
Fall Board Retreat at the Madras campus
Real Estate Committee meeting
College Affairs committee meeting
Traveled to the Prineville campus to observe Doug Nelson-math professor
teach a math class – via Zoom technology |
| Ms. Skatvold | Meeting with David Haynes, Bend Chamber internship coordinator
COCC Foundation Retreat
Fall Board Retreat at the Madras campus |
| Mr. Unger | Fall Board Retreat at the Madras campus
Better Together meeting at the High Desert ESD
Facilities Master Plan committee meeting
OSU-Cascades Advisory Board meeting |
| Mr. Krenowicz | Fall Board Retreat at the Madras campus
ACCT Conference in Las Vegas
Meeting with President Metcalf re: Agenda Review for board meeting |

PRESIDENT'S REPORT

COCC Cyber Security

Dan Cecchini-chief information officer, and David Dona-chief financial officer, gave a PowerPoint presentation and talked about how the institution protects itself against cyber-attacks.

Topics covered included:

- Information security strategy
- Identification predominant threats
- Defensive measures
- Incident response
- Checks, payroll, wire transfers and ach payments
- Cash and credit cards
- Insurance.

Adjourn to Executive Session: ORS 192.660 (1)(d) Labor Negotiations

Adjourn Executive Session:

Reconvene Board of Directors' Meeting – Open Session

ADJOURN: 8:15 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 October
Date of Hire: October 1, 2017 – October 31, 2017**

Name	Date Hired	Location	Job title
Temporary Hourly			
Joe Bernardi	10/2/2017		Tutoring and Testing
Roman Chistyakov	10/2/2017		Aviation Program
Levi Rogers	10/2/2017		Aviation Program
Christopher Powell	10/2/2017		Aviation Program
Mackenzie Marlahan	10/2/2017		General Institutional Support
Steel Henderson	10/2/2017		Maintenance of Grounds
Jacqueline Guzman Pimentel	10/2/2017		Student Life
Ellen Reimer	10/2/2017		Tutoring and Testing
Daniel O'Neil	10/2/2017		Tutoring and Testing
Hayley Sowers	10/9/2017		Nursing
Austin Collier	10/12/2017		Tutoring and Testing
Robert Spafford	10/16/2017		Tutoring and Testing
Shawndria Knight	10/16/2017		Bookstore
Gwyneth Ptomey	10/23/2017		Student Outreach & Contact
David Sauer	10/30/2017		Art
Adjunct Faculty			
Margaret Karnes	10/09/2017	Bend	Nursing
Laurel Ness	10/18/2017	Bend	Nursing

Central Oregon Community College
Monthly Budget Status
Highlights of September 2017 Financial Statements

Cash and Investments

The Colleges' operating cash balances currently total \$25.5 million. The September average yield for the Local Government Investment Pool remained the same as August at 1.45 percent.

The bond proceeds account closed and the balance of \$241 thousand transferred into the Local Government Investment Pool.

General Fund Revenues

The College received \$1.2 million in fall tuition and fee revenues in September. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through September 2017 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of September 30, 2017

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 23,714,272		
3624 - Robert Clark Trust			\$ 377,751
3707 - Residence Hall bond funds		\$ -	
September Average Yield 1.45%			
Cash in USNB	\$ 1,822,114		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 25,540,986</u>	<u>\$ -</u>	<u>\$ 377,751</u>

Central Oregon Community College
Monthly Budget Status
September 2017

Exhibit 6a
08-Nov-17

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 15,573,000	\$ -	\$ (15,573,000)	0.0%	0.0%
Prior Taxes	536,000	170,521	(365,479)	31.8%	31.4%
Tuition and fees	17,316,000	6,133,048	(11,182,952)	35.4%	38.1%
State Aid	8,792,000	2,550,975	(6,241,025)	29.0%	24.8%
Program and Fee Income	87,000	15,461	(71,539)	17.8%	N/A
Interest & Misc. Income	115,000	14,546	(100,454)	12.6%	2.2%
Transfers-In	2,280,000	2,280,000	-	100.0%	100.0%
Total Revenues	\$ 44,699,000	\$ 11,164,551	\$ (33,534,449)		
Expenses by Function					
Instruction	\$ 21,390,356	\$ 2,560,992	\$ 18,829,364	12.0%	12.1%
Academic Support	3,396,982	735,577	2,661,405	21.7%	22.1%
Student Services	4,783,501	938,189	3,845,312	19.6%	21.1%
College Support	5,522,005	1,188,335	4,333,670	21.5%	23.3%
Plant Operations and Maintenance	4,641,805	888,857	3,752,948	19.1%	20.1%
Information Technology	4,573,854	1,199,053	3,374,801	26.2%	28.5%
Financial Aid	112,897	19,760	93,137	17.5%	28.1%
Contingency	800,000		800,000	0.0%	0.0%
Transfers-Out	2,144,660	2,126,640	18,020	99.2%	99.3%
Total Expenses	\$ 47,366,060	\$ 9,657,403	\$ 37,708,657		
Revenues Over/(Under) Expenses	\$ (2,667,060)	\$ 1,507,148	\$ 4,174,208		

Central Oregon Community College
Monthly Budget Status
September 2017

Exhibit 6a
8-Nov-17

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<u>Non General Funds</u>					
Debt Service Fund					
Revenues	\$ 5,525,063	\$ 1,554,806	\$ (3,970,257)	28.1%	29.9%
Expenses	5,498,184	371,853	5,126,331	6.8%	6.8%
Revenues Over/(Under) Expenses	\$ 26,879	\$ 1,182,953	\$ 1,156,074		
Grants and Contracts Fund					
Revenues	\$ 2,999,680	\$ 172,862	\$ (2,826,818)	5.8%	17.6%
Expenses	3,062,375	384,348	2,678,027	12.6%	14.8%
Revenues Over/(Under) Expenses	\$ (62,695)	\$ (211,486)	\$ (148,791)		
Capital Projects Fund					
Revenues	\$ 1,377,591	\$ 1,350,777	\$ (26,814)	98.1%	99.4%
Expenses	6,124,920	1,109,195	5,015,725	18.1%	15.2%
Revenues Over/(Under) Expenses	\$ (4,747,329)	\$ 241,582	\$ 4,988,911		
Enterprise Fund					
Revenues	\$ 7,681,840	\$ 2,491,263	\$ (5,190,577)	32.4%	36.7%
Expenses	7,184,486	2,553,427	4,631,059	35.5%	34.7%
Revenues Over/(Under) Expenses	\$ 497,354	\$ (62,164)	\$ (559,518)		
Auxiliary Fund					
Revenues	\$ 7,585,597	\$ 3,670,417	\$ (3,915,180)	48.4%	46.8%
Expenses	10,817,917	4,447,698	6,370,219	41.1%	37.9%
Revenues Over/(Under) Expenses	\$ (3,232,320)	\$ (777,281)	\$ 2,455,039		
Reserve Fund					
Revenues	\$ 16,442	\$ -	\$ (16,442)	0.0%	0.0%
Expenses	360,000	312,541	47,459	86.8%	85.8%
Revenues Over/(Under) Expenses	\$ (343,558)	\$ (312,541)	\$ 31,017		
Financial Aid Fund					
Revenues	\$ 17,805,631	\$ 2,151,223	\$ (15,654,408)	12.1%	10.2%
Expenses	17,880,190	670,540	17,209,650	3.8%	4.2%
Revenues Over/(Under) Expenses	\$ (74,559)	\$ 1,480,683	\$ 1,555,242		
Internal Service Fund					
Revenues	\$ 274,647	\$ 13,922	\$ (260,725)	5.1%	15.3%
Expenses	350,196	65,017	285,179	18.6%	24.1%
Revenues Over/(Under) Expenses	\$ (75,549)	\$ (51,095)	\$ 24,454		
Trust and Agency Fund					
Revenues	\$ 3,736	\$ 1,377	\$ (2,359)	36.9%	31.3%
Expenses	7,000	-	7,000	0.0%	0.0%
Revenues Over/(Under) Expenses	\$ (3,264)	\$ 1,377	\$ 4,641		



Central Oregon Community College Board of Directors: Information Item

Subject	Oregon Promise
Strategic Plan Theme(s) and Objectives	<ul style="list-style-type: none"> • Institutional Sustainability: IS.7 • Transfer and Articulation: TA.1 • Workforce Development: WD.1
Prepared By	Alicia Moore, Student and Enrollment Services Chris Egertson, Institutional Effectiveness Kevin Multop, Student Financial Aid

BACKGROUND

The Oregon Legislature renewed its support of the “Oregon Promise” (OP) program for the 2017-19 biennium. However, given limited resources, it made two important changes.

- Under the first cohort, any recent high school graduate or GED recipient who met eligibility requirements qualified for OP support regardless of family income levels. Starting with the second cohort, students whose “expected family contribution” is \$18,000 or greater are no longer eligible for OP funds.
- It did not provide funding for first-year experience or other student success activities required for first-year OP students.

This report provides an update on fall 2017 Oregon Promise data, including participation and first-year retention rates.

OREGON PROMISE: BY THE NUMBERS, FALL 2017

- For fall 2017, 659 students received Oregon Promise funding, with 411 new students and 248 returning from the previous year.
- 76% of fall OP students are attending full time (81% in fall 2016)
- 34% of Wickiup Hall students received Oregon Promise funding (43% in fall 2016).
- Ethnicity: 0.3%, African-American; 1.49% Native American; 16% Hispanic; 0.6%, Asian; 71.3% Caucasian; 3.3%, two or more races; and 7%, unknown. Comparisons are relatively similar for fall 2016.
- Eligible students received \$373,439 in fall 2016 and \$392,846 in fall 2017.
- The mean award amount in fall 2016 was \$660 and \$586 for fall 2017.

COCC STUDENT SUCCESS METRICS

Student success data points regarding academic performance, retention, and completion were shared in previous Board reports. However, first-year retention was not available until after the fourth week of fall 2017. Early retention data indicates that Oregon Promise students are retained at a higher rate than their comparator groups, although causality cannot be determined until a more robust quantitative analysis is available.

	Comparator Group Fall 2015 to Fall 2016	All students who received OP support, fall 2016 to fall 2107	All students who received OP support and completed first- year experience requirements, fall 2016 to fall 2107
First-Year Retention (fall-to-fall)	55.9%	61.5%	70.4%



Central Oregon Community College Board of Directors: Information Item

Subject	Multicultural Activities – Department Overview
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	IS.7: Support enrollment and success of underrepresented students.
Transfer and Articulation	TA.1: Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Workforce Development	WD.1: Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
Lifelong Learning	LL.2: Increase overall, lifelong learning participation
Prepared By	Alicia Moore, Dean of Student and Enrollment Services Karen Roth, Multicultural Activities Director Evelia Sandoval, Latin@ Student Program Coordinator Michelle Cary, Native American Student Program Coord. Christy Walker, ¡Avanza! Program Coordinator

COCC's commitment to equity and inclusion is grounded in its vision and strategic plan. The [Office of Multicultural Activities](#) (OMA) leads the College's work in support of equity and inclusion through recruitment and retention initiatives, education and training, and activities and events that foster a respectful campus climate. The following report serves as a summary of their work and future directions, as well as data on COCC's students of color.

OFFICE OF MULTICULTURAL ACTIVITIES OVERVIEW

The Office of Multicultural Activities serves the campus by:

- Providing leadership to the College on creating a diverse and respectful learning and work environment;
- Promoting the implementation of the [Principles of Community](#);
- Planning student and employee educational opportunities and cultural events;
- Developing underrepresented student and employee recruitment and retention programs;
- Advocating for students from underrepresented and under-served groups;
- Leading the campus community in the achievement of the [Diversity Plan](#) goals and outcomes; and
- Maintaining the Multicultural Center as a safe and respectful place for club meetings, thoughtful dialogues, exchanging ideas, and connecting with people from varied backgrounds.

Program and services include Latin@ Student Program; Native American Student Program; Latino College Prep Program; activities and events; student, employee and community trainings; and coordination of the COCC Principles of Community. Each of these are detailed in this report and additional information will be provided in a presentation to the Board.

Multicultural Activities is led by Karen Roth, Director. Karen has been at COCC since 2008 and prior to this worked in the Office of Campus Community and Diversity and Housing and Dining Services at University of California – Davis.

LATIN@ STUDENT PROGRAM



Established in 2010, COCC's Latin@ Student Program assists in the recruitment, retention and academic success of immigrant and native Latin@ students. Evelia Sandoval, Latin@ Student Program Coordinator, meets individually with students to support them throughout their educational journey and serves as the Latin@ Student Club advisor. Student club participation varies each term, ranging from 15 to 30 students quarterly. Many of the students involved in the Latin@ Program have attended conferences, obtained scholarships, and

volunteered in the community and for campus leadership roles, all with the support and guidance of the Program Coordinator.

In addition to student-directed work, COCC's Latin@ Student Program plans and facilitates educational workshops and cultural programs for the College and community. Examples of annual events include Latin@ Heritage Month, Día de los Muertos, and the Latin@ Fiesta. Combined, these events bring more than 900 college and community members to campus each year.

The Latin@ Student Program also assists students in overcoming financial barriers to college by raising funds for the Latin@ Program Scholarship. Funds are raised through events and external grants and are administered jointly between the Latin@ Student Program and the COCC Foundation. In 2016-17, students received nearly \$84,000 in scholarships for those actively engaged in the Latin@ Student Club, who demonstrated financial need, and met other scholarship qualifications.

The Program Coordinator is a 1.0, 11-month FTE position and provides support services to the Madras (Thursdays, once per month), Redmond (every Wednesday) and Bend campuses (Monday, Tuesday, Thursday and Friday). Evelia has been at COCC since 2010 and is actively involved in the Latino Community Association and Central Oregon Latino Partnership Program, among others. Prior to working for COCC, Evelia worked at University of Kansas in student housing.

NATIVE AMERICAN PROGRAM

COCC's Native American Program was established in the mid-1970's via a private trust given to the College. The program supports Native American students in meeting their academic and career goals by helping them to overcome educational barriers to success. The Program Coordinator plans and facilitates educational events and cultural programs for the campus and community. Examples include Native American Heritage Month (November) and the Native American Salmon Bake (May). These, along with other activities, bring more than 800 individuals to the College campuses each year. The

Coordinator also advises the First Nations Student Union, providing mentoring and leadership development for club members.

The Office of Multicultural Activities (OMA) secured a HECC Student Success grant in 2016-17, which provided funding to offer college preparation courses at Madras and Redmond high schools as well as the Bridges school at Warm Springs. Students earned one college credit for each course and were encouraged to attend college upon graduation from high school. Seniors who then attended COCC were awarded a scholarship ranging from \$1,000 to \$2000 for fall 2017. To continue with this program, COCC applied for a Meyer Memorial Trust grant and anticipates notification by the end of fall 2017.

In Spring 2017, in coordination with the Native American Program, COCC and Warm Springs established a Tribal Advisory Council. The purpose of the group is to establish a regular shared work group to review higher education needs of the Warm Springs community including professional development, credit, and non-credit learning. The group has been meeting monthly to brainstorm ideas that would address some of the educational needs of the tribal community. Updates will be provided at future Board meetings as recommendations develop.

The College recently hired Michelle Cary to serve in this .75 FTE, 11-month position. Michelle provides support and services to the Madras (Mondays) and Bend campuses. Michelle most recently worked as an elementary school teacher for Crook County schools.

¡AVANZA!

COCC's ¡Avanza! (Moving Forward!) Program is a college preparation program for Latino high school students in five high schools in Central Oregon (Bend High, Mountain View, Redmond, Ridgeview, and Crook County). The program's curriculum is designed to increase the post-secondary aspirations of Latino high school students and develop the confidence, skills, and resources to be successful in attending college. The courses develop student skills in writing, goal setting, leadership, career exploration, cultural understanding, applying for scholarships, public speaking, and communication. As part of the courses, the students visit COCC and interact with faculty and staff; learn about career options, including the certificates or degrees associated with those careers; and become acquainted with the college experience. In ¡Avanza!

"I participate in ¡Avanza! because there, I know that my voice matters. The feeling of a safe space where I can connect with other youth of my ethnicity has been very educational, as well as fun!"

¡Avanza! II, students further develop their leadership, team-building and communication skills by participating in a low and high ROPES Challenge Course. This experience helps students build self-confidence and push through the doubts and fears that may be barriers to their pursuit of higher education. ¡Avanza! courses also provide a safe place where students explore their own cultural identities. Students earn one hour of college credit for each course successfully completed.

It is important to note that external one-time grant funds allowed the College to expand ¡Avanza! offerings to Madras and Culver high schools in 2016-17 as well as one term in 2017-18. COCC has applied for a grant from Meyer Memorial Trust to continue serving Madras and Culver high schools. If unsuccessful, the college preparation activities in these schools will end as the Coordinator's FTE limits the ability to expand high school participation.

"Being in the class actually motivated me even more to attend college. I attend the ¡Avanza! program because it is very helpful and provides me with tasks I should consider doing to prepare for college."

The ¡Avanza! Program is coordinated by Christy Walker and is a .75 FTE position. Prior to coming to COCC, Christy opened and operated a zipline park in St. Thomas; this position reinforced past work in experiential education and has been of tremendous benefit with her role at COCC. In addition to time spent in program high schools, Christy works on the Bend and Prineville campuses weekly.

LATINO MENTORSHIP PROGRAM

The Latino Mentorship Program (LMP) is a collaborative effort between Central Oregon Community College, Big Brothers/Big Sisters (BB/BS), and the Central Oregon Latino Partnership Program (COLPP). The goal of this program is to enhance COCC's ¡Avanza! Program, encourage post-secondary opportunities for youth and increase on-time graduation rates for high school students by providing trained mentors for students. Under this partnership, BB/BS provides the administrative support and co-sponsors mentor trainings with COCC, COLPP recruits mentors, and COCC recruits the students. With the help of community partners, LMP has been able to offer several meaningful opportunities for the participants including informational workshops, cultural films, and career fairs. Recently, the program gifted refurbished Surface Pro's to all of the mentees in the program because of the generous contributions of St. Charles Medical Center.

STRIVE (Summer Training to Revive Indigenous Vision and Empowerment)

Depending on the availability of grant funds, COCC's Native American Coordinator also coordinates STRIVE (Summer Training to Revive Indigenous Vision and Empowerment), a free, four day, residential summer leadership symposium program for Native American high school students. Hosted on COCC's Bend campus, STRIVE's goal is to provide cultural and academic support to Native American high school students and provide them with the leadership skills to prepare them for college. Activities focus on college preparation, academic skill development, career exploration, cultural enrichment, and leadership development/team building.

Students take classes from college professors in a culturally relevant manner, stay in Wickiup Hall to introduce them to college life, and meet with successful Native American college students in order to develop positive mentoring relationships. Students also participate in various leadership activities to prepare them for the roles they can fulfill in their communities. Approximately 20 students participate in STRIVE each year it is offered.

GANAS



The Ganas (translation: "desire/gain") Summer Symposium for Latino high school students offers a dynamic curriculum that integrates leadership, college preparation, and culturally relevant themes for the Latino high school students. Similar to STRIVE, activities and learning occur in five areas: college preparation, academic skill development, career exploration, cultural enrichment, and leadership development/team building.

The summer symposium, which is free for high school students, offers an opportunity to live on campus for four days. Students meet with faculty, staff and student mentors; learn valuable library skills; explore career options in science and technology; engage in cultural exploration; and become familiar with the process of applying to college. Family involvement is an important part of the program. Each year, 30 - 35 high school sophomores, juniors, and seniors participate in Ganas and earn one college credit. All Latino seniors who attended Ganas enrolled at COCC during each of the last two years.

TRAINING AND EDUCATION

A significant part of the mission of the Office of Multicultural Activities is to provide educational opportunities that expand the cross-cultural competency skills of employees and students. Some of the regular trainings include:

- **Safe Zone Workshops** educate staff and students about the needs and experiences of lesbian, gay, bisexual, and transgender individuals. The purpose of this program is to reduce homophobia, transphobia, and heterosexism on our campus and thereby, make the College a safer environment for all regardless of sexual orientation or gender identity. Those who complete the six-hour training receive a door placard and button to indicate that they are safe persons with whom members of the LGBTQ community can seek out for advice and support. More than 150 students and employees have completed the Safe Zone training since it was first offered in 2012.
- **Culturally Respectful and Inclusive Hiring Practices** workshops are offered in an effort to ensure that unintentional bias is not embedded in the College's hiring practices. Developed in partnership with Human Resources in 2013, this workshop aims to increase the diversity of the faculty and staff at COCC by teaching skills to increase cultural awareness during the interview and candidate selection process. All interview teams must include at least one person who has completed the training. More than 100 employees have completed these workshops.
- The **Allies for Equity Cultural Competency Workshops** are designed to give employees an opportunity to gain valuable knowledge and skills in order to better serve a diverse student population. The workshops cover cultural awareness, origin of stereotypes, cross-cultural communication, components of structural bias and privilege, respectful language, barriers to equity, and skill development in responding to bias in all forms. Upon completing the 12-hour series of workshops, participants receive a door placard indicating that they are an ally for equity at the College. Started in 2016-17, 55 employees participated in at least one workshop with 35 employees completing the full series. A similar series is offered for students and about 20 students participate each year, many of whom earn college credit for their participation.
- The **Diversity Education Award** honors those employees and students who complete at least 15 hours of diversity education through the above workshops or by attending various cultural events. A **Diversity Leadership Award** is given to those who complete 30 hours of education on cross-cultural topics. As of the end of the 2016-17 academic year, 65 students or employees have completed the education award, with an additional nine earning the leadership award.



The 2016-17 legislature passed [HB 2864](#), a bill which requires Oregon's public colleges and universities to provide cultural competency training for faculty and staff; establish goals that improve the cultural inclusion climate for students, faculty and staff; and complete an annual assessment of progress towards these goals, among other requirements. Elements of this bill were informed by a HECC work group established to address disparities in higher education; Karen Roth, COCC's Director of Multicultural Activities, served as a member of this group. The above training and education activities, along with the College's Diversity Plan, places COCC in a strong position in support of HB 2864 requirements. Future work will include annual reports to the Board and opportunities for campus contributions to diversity goals.

ACTIVITIES AND EVENTS

Each winter term, Multicultural Activities, in collaboration with the Chandler Visiting Scholar Program, College departments, grant agencies, and community groups, commemorates the international celebration of the Season of Nonviolence. The Season honors the legacies of Dr. Martin Luther King, Jr., Mahatma Gandhi, César Chavez, and Chief Wilma Mankiller for their advocacy of human rights through non-violent means. The Season extends most of winter term and includes a keynote speaker, guest presentations, films, performances, art exhibits, and community book discussions. Each year, 300 – 400 college and community participants engage in various aspects of the program aimed at promoting greater awareness of topics related to equity, inclusion, and advocacy.

The Office of Multicultural Activities also coordinates a variety of other events to increase understanding of cultural differences. Examples of these events include National Coming Out Day, Latin@ Heritage Month, Native American Heritage Month, Transgender Awareness Week, and Black History Month.

Key to the success of many of these events is participation from community organizations and COCC faculty and staff. Community partners have included the Interfaith Network of Central Oregon, Trinity Episcopal Church, Building Common Ground, the Latino Community Association, Warm Springs, Deschutes County Library, High Desert Museum, and many others. COCC faculty and staff actively engage as leaders of many events, leading panel discussions, facilitating film showings and book discussions, and presenting on a wide variety of topics. The Office of Multicultural Activities provides a [schedule of events](#) on its web page each term.

DIVERSITY COMMITTEE

COCC's Diversity Committee includes participants from across the College and is charged with providing guidance to the College on a variety of equity and inclusion issues. Its mission is to provide leadership

Diversity Committee Charter

The commitment of the College and the Diversity Committee is to create a welcoming campus climate that supports the rights of individuals and reflects respect for diverse cultures, backgrounds and ideas.

for COCC to create an equitable and respectful climate for diverse cultures, backgrounds, and ideas in order to nurture a vibrant, inclusive, and engaged learning community.

In 2000, the COCC Diversity Committee developed a [Diversity Charter](#) that identified goals for COCC to "create a welcoming campus climate that supports the rights of individuals and reflects respect for diverse cultures, backgrounds, and ideas." An important element of this plan was the proposal to hire a Diversity Coordinator to direct

the diversity activities and manage a multicultural center. This position was created in 2006 and since then, visible progress has been made toward many of the Plan's goals. The Diversity Charter was revised in 2009 to better align with the College's direction on assessment and was most recently updated in 2017.

The [Campus Diversity Plan](#) addresses goals and learning outcomes in five theme areas:

- **Campus Mission and Goals:** Calls for College department mission statements to reflect a commitment to fostering respect and inclusion of diversity in activities and programs.
- **Access and Representation:** Focuses on increasing the diversity of our students, faculty, and staff, and supporting their success.
- **Campus Climate:** Elements include the development of a welcoming and respectful campus environment, the appropriate response to unwelcomed biases and mistreatment, and the

intentional inclusion of diverse backgrounds and cultures in all aspects of the campus, including curriculum, campus activities, art, architecture, personnel, and campus life.

- **Education and Training:** Essential to this goal is ensuring that students enrolled in certificate and degree programs gain the skills necessary to effectively interact and work in a multicultural workplace. It is critical that faculty and staff also have the skills needed to effectively interact with and educate a diverse student population.
- **Evaluation and Recognition:** In every long-term planning effort, it is beneficial to ensure that individuals and groups are recognized for their efforts in promoting its goals and outcomes.

PRINCIPLES OF COMMUNITY

The COCC [Principles of Community](#) serve as a guide for respectful and inclusive behavior for COCC students and employees. Originally developed as part of the Student Rights and Responsibilities policies, the Diversity Committee adopted the Principles in 2008 as a College-wide document. Brochures are regularly distributed to new students and employees, many faculty include them as part of their syllabi, and the Office of Multicultural Activities uses the documents during training workshops. The six principles are:

- Practice Personal and Academic Integrity
- Respect the Dignity of All Persons
- Respect the Rights and Property of Others
- Promote Empathy and Learn from Differences in People, Ideas, and Opinions
- Promote a Healthy and Safe Learning Environment
- Live These Principles

ASSESSMENT

Student Services Assessment

Departments within Student Services Division have engaged in assessment work for the past ten years. In 2016-17, Student Services departments piloted a new assessment approach for administrative departments. Based on this work, the Office of Multicultural Activities office defined its contribution to the College's mission, reviewed its department's existing mission and outcomes, developed a department summary of strengths and challenges, and determined how and when it will measure progress towards outcomes. The Office of Multicultural Activities outcomes are:

- The ethnic demographics of College faculty, staff, and students mirror the demographics of COCC's service district.
- College faculty, staff and students demonstrate improved cultural competence following attendance at workshops and educational events as measured by surveys administered after the programs.
- Students and employees feel safe, respected, and included at COCC as measured by Campus Climate surveys.

Assessment of progress towards these outcomes will begin during the 2017-18 academic year.

Data Indicators

The Office of Multicultural Activities actively monitors a variety of indicators for the populations it serves including enrollment, retention, credit completion thresholds and others. While there are many examples from which to draw, two examples of how this work has manifested itself in College activities are:

- The College hosted an all-college discussion on the 2014 Campus Climate Survey findings as part of its 2015 All College Kickoff. Feedback from these sessions then informed development of Allies for Equity Cultural Competency Series.
- Through a partnership with Human Resources, the Diversity Committee and OMA annually reviews demographic information for the various stages of the hiring process. With the goal of creating greater diversity across the College's employees, these statistics informed the development of and are used as part of the Culturally Respectful Hiring Practices workshop.

Campus Assessment

Every three years, the Diversity Committee administers a Student Campus Climate Survey to garner feedback on how well the College is able to foster and/or provide the following for students. The survey includes specific questions on the following areas:

- Comfortable and Respectful Learning Environment
- Observed or Informed Biased Conduct
- Experience of Biased Conduct
- Satisfaction with Conduct Reporting Process
- Opportunities to Improve Climate Issues

The survey was most recently administrated in spring 2017. Findings from this survey are currently being reviewed by the Diversity Committee and will be shared with the Board in winter term.

FUTURE OPPORTUNITIES

Stabilized Funding

Much of the recent expansion of programs and services associated with Multicultural Activities has been in thanks to grants or sponsorships from a variety of organizations, including Better Together, The Oregon Community Foundation, St. Charles Medical Center, The Deschutes Children's Forest, and the Latino Partnership Program. A one-time State of Oregon grant allowed for expansion of ¡Avanza! classes to Madras and Culver high schools and development of a college preparation program for Native American high schools students at Madras, Redmond and Warm Springs. Summit and Madras high schools and Redmond Proficiency Academy recently contacted the College and expressed interest in hosting this program. However, current staffing levels cannot support recent or additional expansion of the program. Recently, the College applied for a grant through the Meyer Memorial Trust to expand the program in 2018-19 and anticipate hearing about this grant by the end of fall 2017.

Without this type of support, STRIVE and GANAS, and the expansion of ¡Avanza! would not be possible. However, work to apply for and monitor progress on grants takes a significant portion of the director's time that could be directed elsewhere. Therefore, creating stable funding for the program is a Student Services Division priority.

Branch Campus Support

The Office of Multicultural Activities actively works to have a presence on all four COCC campuses. As mentioned in previous sections, staff has a regular presence at the Bend, Redmond, Madras and Prineville campuses. In addition, the office tries to schedule at least one event at each campus every term. As with other areas of the College, such support is limited given staffing levels and may not meet student need. Therefore, funding stabilization goals include expansion of appropriate support services at the Redmond, Madras, and Prineville campuses.

DEMOGRAPHICS and DATA

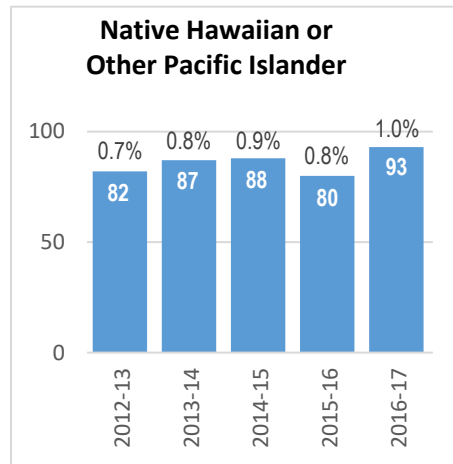
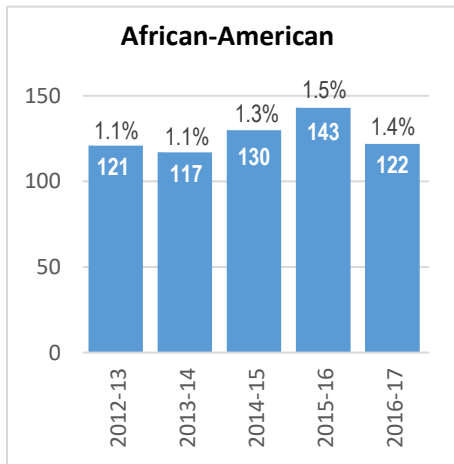
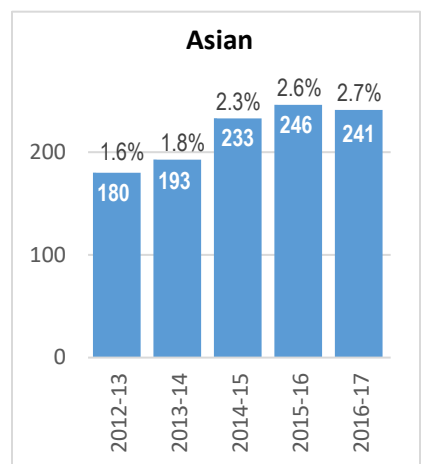
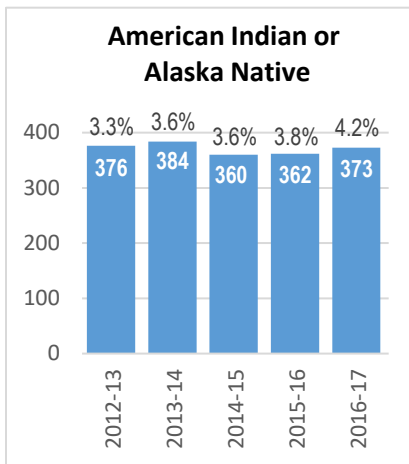
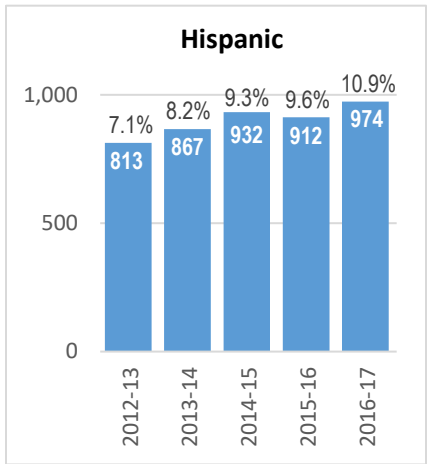
Headcount & Percent of Total Enrollment: Credit Students

The following chart shows the headcount and percent of total enrollment for credit students from 2012-13 to 2016-17. During this same time period, the College's overall credit student headcount declined by 21%. Despite this, the headcount of students of color remained relatively stable, increasing by 4.7% or 74 students.

	Headcount & Percent of Total Enrollment: Credit Students									
	2012-13		2013-14		2014-15		2015-16		2016-17	
Students of Color	1,576	13.8	1,597	15.1%	1,688	16.6%	1,619	17.1%	1,650	18.4%
Caucasian	8,822	77.4%	7,988	75.6%	7,121	70.7%	6,669	70.1%	6,396	71.3%
Unknown	1,005	8.8%	980	9.3%	1,281	12.7%	1,172	12.4%	919	10.3%

Students of Color by Race/Ethnicity

The following tables provide a breakdown of credit students based on their ethnicity from 2012-13 through 2016-17. Hispanic students represent the largest growth during this time, and based on demographic information from middle and high schools in our region, are anticipated to continue growing in the coming years.



Central Oregon Community College
Board of Directors

BUDGET COMMITTEE APPOINTMENTS

Prepared by: Ron Paradis, on behalf of Joe Krenowicz

A. Action Under Consideration

The Board of Directors has the responsibility to appoint the members of the COCC Budget Committee.
Zone 7 is vacant and Zones 1 and 6 terms have expired.

B. Discussion/History

Budget Committee members are appointed for three-year terms, with staggering start and end dates. Terms for members in Zones 1 and 6 expired June 30, 2017. Doug Ertner, incumbent in Zone 1; and Patricia Kearney, incumbent in Zone 6, have both expressed interest in being reappointed. Zone 7 became vacant last year, but too late to fill in time for the Budget Committee meetings in Spring.

C. Timing

A decision (formal or informal) at this time on whether to reappoint Doug Ertner and Patricia Kearney will allow staff time to advertise to fill positions.

D. Recommendation

Reappoint Doug Ertner to the Zone 1 position and Patricia Kearney to the Zone 6 position; direct staff to begin the process to find candidates to fill the vacant Zone 7 position.

E. Resolution

Be it resolved that the COCC Board of Directors does hereby reappoint **Doug Ertner** to the Zone 1 Budget Committee position, and **Patricia Kearney** to the Zone 6 position, through June 30, 2020.

Note: No formal action is necessary for staff to begin working on Soliciting nominations for the vacant position.



Central Oregon Community College Board of Directors: Board Resolution

Subject	Oregon School Employees Union, Chapter 700, Labor Contract
Strategic Plan Theme(s) and Objectives	<ul style="list-style-type: none">• Institutional Sustainability: IS.7• Transfer and Articulation: TA.1• Workforce Development: WD.1
Prepared By	Jenni Newby, Instructional Dean Danielle Fegley, Director of Human Resources

A. Background

Recognizing that the current Oregon School Employees Union, Chapter 700, Labor Agreement expires on June 30, 2017, representatives of the College and Adult Basic Skills (ABS) instructors began meeting in last spring 2017 to negotiate the terms of a successor agreement. This agreement is between Central Oregon Community College and OSEA, Chapter 700, which is commonly referenced as Adult Basic Skills Instructors, or ABE.

Administrative negotiating team members are listed above. The OSEA negotiating team members are ABS instructors: Angie Ptomey, Cindy Viles, Corey Taylor, Jennifer Judd, and OSEA representatives: Debbie Erlenbusch and Bob Bradetich.

On October 6, 2017, the negotiation teams reached a tentative agreement, which was submitted to members and ratified by the Union shortly after that date.

B. Options/Analysis

1. Approval of the 2017 - 2020 Oregon School Employees Association (OSEA) Union, Chapter 700 successor labor agreement as negotiated.

Significant actions under consideration:

Duration of Contract: The proposed contract term is effective July 1, 2017 through June 30, 2020 with wage and insurance reopener in year 3 of the contract to be effective July 1, 2019.

Article 2 Non-Discrimination: Updated for consistency with the College definition.

Article 4 Union Rights: Inserted OSEA Time Release allowing for 24 hours of association time to be reimbursed to COCC.

Article 19 Salaries: For FY 2017-2018 and FY 2018-2019, there is a 2.25% increase to each step of the salary grades in all 4 columns.

Article 21 Insurance: Agreement is to follow the same provisions as the 2017-18 and 2018-19 Faculty Forum contract.

Article 22 Tuition/Professional Development: Terms and criteria under professional improvement are broadened for use so that employees and the College benefit from educational activities and opportunities.

Appendix A and B, Wage Schedule: Updated ABS Salary Schedules effective July 1, 2017 and July 1, 2018.

2. Decline approval of the Oregon School Employees Association (OSEA) Union, Chapter 700 successor labor agreement as negotiated.

C. Timing

Upon Board Approval, the terms of the contract shall be effective July 1, 2017 expiring on June 30, 2020. Retroactive July 1 wage adjustments and increased plan year insurance premium caps are agreed to between the Union and College.

D. Budget Impact

The economic costs associated with labor and contract costs are supported within the current FY 2017-18 budget and are to be addressed as part of the FY 2018-2019 budget. The College is monitoring the impacts of decreased state funding in this area and uncertainty that it may bring.

F. Proposed Resolution

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the 2017-2020 collective bargaining agreement between COCC and the Oregon School Employees Union, Chapter 700 as negotiated.