



**CENTRAL OREGON  
 COMMUNITY COLLEGE**  
 Board of Directors' Meeting – AGENDA  
 Wednesday, October 10, 2018 – 5:45PM  
 Redmond Technology Education Center Bldg.  
 Room 209 - COCC Redmond Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:45 pm	I. <b>Call to Order</b>			Mundy
5:46 pm	II. <b>Introduction of Guests</b>			Mundy
5:48 pm	III. <b>Agenda Changes</b>			
5:50 pm	IV. <b>Public Hearing and Testimony</b>			
	A. Redmond Campus Updates			Redd☐
6:15pm	V. <b>Consent Agenda***</b>			
	A. Minutes			
	1. Regular Meeting (Sept. 12, 2018)	5.a1	X	Smith
	B. Personnel			
	1. New Hire Report (September 2018)	5.b1	X	Fegley <sup>A</sup>
	C. Approval of Employment Contracts			
	1. Failla	5.c1	X	Fegley <sup>A</sup>
6:16 pm	VI. <b>Information Items</b>			
	A. Financial Statements	6.a		Bloyer <sup>A</sup>
	B. Housing Annual Report	6.b		Moore <sup>A</sup>
6:20 pm	VII. <b>Old Business</b>			
	A. The Broadside – student newspaper	7.a		Moore <sup>A</sup>
6:25 pm	VIII. <b>New Business</b>			
	A. Presidential Profile	8.a*	X	Mundy☐
	B. Presidential Search Advisory Committee	8.b*	X	Mundy☐
6:40 pm	IX. <b>Board of Directors' Operations</b>			
	A. Board Member Activities			Mundy
6:50 pm	X. <b>President's Report</b>			Metcalf
	A. Updates			
	1. eLearning	10.a1		Julian☐
	2. Healthcare Industry Needs	10.a2		Julian☐
	3. Strategic Plan			McCoy☐
7:15 pm	XI. <b>Dates</b>			
	A. October 24-27: ACCT Leadership Congress – New York, NY			
	B. November 7-9: OCCA Annual Conference – Sunriver, OR			
	B. <b>Tuesday, November 13, 2018 @ 5:45 p.m.</b> Board of Directors' Meeting Location: Christiansen Boardroom, Boyle Education Center			
	C. <b>Wednesday, December 12, 2018 @ 5:45 p.m.</b> Board of Directors' Meeting			

Location: Christiansen Boardroom – Boyle Education Center Bldg.

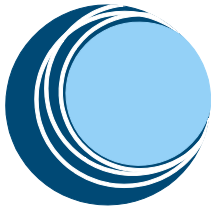
- XII. Adjourn to Executive Session
- XIII. Executive Session: ORS 192.660 (2)(h) Potential Litigation
- XIV. Adjourn Executive Session
- XV. Re-Convene Board of Directors' Meeting – OPEN SESSION
- XVI. ADJOURN

\* 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

Central Oregon Community College  
Board of Directors' Meeting  
**MINUTES**  
Wednesday, September 12, 2018 - 5:45pm  
Donald V. Reeder Community Room  
Madras Campus

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

**CALL TO ORDER:** John Mundy, Board Chair for 2018-19

**INTRODUCTION OF GUESTS:** - Jeremy Green, Janet Narum, Betsy Julian, David Dona, Matt McCoy, Ron Paradis, Alicia Moore, Jerry Schulz, Dan Cecchini, Peter Ostrovsky, Zak Boone, Jenni Newby, Joe Viola, Danielle Fegley, Michael Fisher, Lisa Bloyer, Julie Downing, Kathy Smith, Tony Russell, Sean Rule, Andria Woodell, Renee Brazeau Asher, Cathy Carroll, Amy Harper, Taw Foltz, Thor Erikson, Mike McIntosh, Jerry Andrus, and others.

**AGENDA CHANGES:**

Move from **New Business:** to **Public Comments:**  
(Exhibit: 9.b) Redmond School District Bond Measure

**PUBLIC COMMENTS:**

**Madras Campus and Deer Ridge – Updates**

Jeremy Green, Madras Campus Coordinator, thanked Natasha Anderson-Butler from the CAP Center and Lindsay Buccafurni from Admissions, for their good work with students at Madras High School by providing placements tests and encouraging students to attend COCC. In one day, they registered 49 of the 150 Madras high school seniors to attend COCC. Jeremy was proud to announce that the Madras Campus is offering 26 classes for the fall term. He thanked Vice President for Instruction Dr. Betsy Julian and the Instructional Deans for their help and guidance with scheduling the class offerings for the Madras Campus.

Jeremy then introduced student Taw Foltz, who originally started attending COCC in 1998, commuting from Warm Springs to Bend. He started attending again last year taking 75 percent of his classes at the Madras Campus, plus one class at the Redmond campus and three online classes. Taw has been active with the COCC Native American student club – he said “I want to thank COCC for the opportunity to better my life!”

Janet Narum-COCC’s corrections education director at Deer Ridge Correctional Institution, gave an update on the COCC programs and activities at the Deer Ridge. She reported that there were 105 GED graduates for the 2017-18 year, and it was the highest in the state more than any prison had accomplished since they started computerized testing.

Janet expressed thanks to the many volunteers who come out to Deer Ridge, Brian Nelson from the Campus Services department at the Redmond Campus is one of those volunteers he teaches the inmates bicycle repair.

Support for The Broadside, COCC student newspaper

Several faculty members spoke in favor of helping in an effort to continue operating the student newspaper "The Broadside." Tony Russell, Kathy Smith, Andria Woodell, Cathy Carroll, Amy Harper and others, talked about suggestions and possible ways The Broadside could be tied to Instruction and the importance of extra-curricular activities and the impact on students that The Broadside provides.

Redmond School District Bond Measure (Exhibit: 9.b)

Mike McIntosh, superintendent of Redmond Schools, and Jerry Andrus, supporter of the Redmond Schools bond measure, asked the Board of Directors to endorse the \$70M bond measure which will be on the November ballot. Alan Unger, Board Member representing Redmond, spoke in favor of support for the bond measure.

**Mr. Bruce Abernethy moved to approve support of the Redmond School District's 2018 bond request to provide critical maintenance, safety and security upgrade projects to schools in the communities of Redmond, Alfalfa, Crooked River Ranch, Eagle Crest, Terrebonne and Tumalo. Ms. Erica Skatvold seconded. MCU. Approved. M09/18:1**

**CONSENT AGENDA:**

**Mr. Alan Unger moved to approve the Consent Agenda as amended (Exhibits: 6.a1-6.c2). Ms. Laura Craska Cooper seconded the motion. MCU. Approved. M09/18:2.**

BE IT RESOLVED that the Board of Directors reviewed and approved the Regular Meeting Minutes of July 11, 2018 (Exhibit: 6.a1); and the amended Special Conference Call Meeting Minutes of August 27, 2018 (Exhibit: 6.a2);

BE IT RESOLVED that the Board of Directors reviewed and approved the July/August 2018 New Hire Report (Exhibits: 6.b1);

BE IT RESOLVED that the Board of Directors reviewed and approves the employment contracts for Carrie Walker as assistant professor I of English (Exhibit: 6.c1) and for David Schappe as assistant professor II of Paramedicine (Exhibit: 6.c2).

**INFORMATION ITEMS:**

Financial Statements – (Exhibit:7.a)

The Board of Directors were apprised of the July 2018 Financial Statements.

City of Bend – Zoning Alignment (Exhibit: 7.b)

Matt McCoy, vice president for administration, reported that the City of Bend is in the midst of conducting a process to align the City's zoning map with the City's Comprehensive Plan. This alignment is intended to "provide clarity and transparency to the community about what can be

developed and where; make housing and development permitting more streamlined for affected properties; and bring Bend's zoning map into conformance with state rules and guidelines." The COCC Bend Campus has four parcels on the north end of the campus that are impacted by the alignment. For three of the parcels the zoning is changing from standard density residential to high density residential and the fourth parcel is changing from medium density residential to high density residential.

COCC Student Newspaper (Exhibit: 7.c)

Alicia Moore-dean of student and enrollment services, reviewed some of the challenges in having enough student leaders to adequately staff "The Broadside" student newspaper. A task force, comprised of faculty, administrators and staff, researched trends regionally and analyzed data directly related to The Broadside. It concluded that the only way the paper could remain a viable part of the campus would be for it to have a direct tie to a journalism instructional program. The task force completed their review late in the academic year and submitted a report that was received on June 4, 2018. Since then, individuals have requested more details and consideration of the option to keep "The Broadside" in operation.

Chair John Mundy requested that more information be provided to the Board of Directors before making a decision regarding the fate of The Broadside.

Alicia will lead the review of new options that have been provided and bring back this matter to the Board at their October meeting.

**OLD BUSINESS:**

Green Energy Fee (Exhibit: 8.a)

Alicia Moore-dean of student and enrollment services, reviewed the proposed language change to the current policy. "A \$0.25 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."

**Ms. Laura Craska Cooper moved to approve amending the Green Energy Fee language changes as presented in Exhibit: 8.a. Mr. Alan Unger seconded. MCU. Approved. M09/18:3**

**NEW BUSINESS:**

Composition of Presidential Search Committee (Exhibit: 9.a)

The Board of Directors has the responsibility to appoint a Presidential Search Advisory Committee. This committee should include representation from all major employee groups at the College and up to six members from the Central Oregon community based on geography and connection to the college's mission.

**Mr. Joe Krenowicz moved to approve the make-up of the Presidential Search Advisory Committee as outlined in section C of Exhibit: 9.a. Ms. Laura Craska Cooper seconded the motion. MCU. Approved. M09/18:4**

**BOARD OF DIRECTORS' OPERATIONS:**

- |               |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mr. Krenowicz | Special Board Conference Call Meeting on August 27<br>Fall Board Retreat – September 7-8                                                                                                                                                                                                                                                                                                                                       |
| Mr. Abernethy | Special Board Conference Call Meeting on August 27<br>Fall Board Retreat – September 7-8<br>Met with President Metcalf<br>Phone calls re: President's Evaluation<br>Phone calls re: Board Self-Evaluation<br>Gave presentation to "Looking Forward" (a small group of business leaders and talked about COCC)                                                                                                                  |
| Ms. Ricks     | August City Club<br>Special Board Conference Call Meeting on August 27<br>HECC Public Hearing at North Lake Sch. District on August 27<br>Fall Board Retreat – September 7-8<br>La Pine City Manager                                                                                                                                                                                                                           |
| Mr. Mundy     | August City Club<br>Special Board Conference Call Meeting on August 27<br>HECC Public Hearing at North Lake Sch. District on August 27<br>Communications Board Attorney Ron Bryant re: Board Communications<br>Met w/President's Evaluation Committee and President Metcalf<br>Re: the President's Evaluation<br>Phone Call w/President Metcalf re: HR<br>Phone Calls to President Metcalf, Matt McCoy and Laura Craska Cooper |

Mundy Continued      Communications w/college staff re: Lake County meeting  
Calls re: Search Consultant  
Agenda Review for Fall Board Retreat and September Board Meeting  
Interviewed w/KTVZ  
Fall Board Retreat – September 7-8

Ms. Craska Cooper      Communications with constituents of the College  
Communications with Matt McCoy  
Various meetings w/Ron Paradis, John Mundy, Shirley Metcalf  
RFP meeting  
Met w/Bruce Abernethy and Erica Skatvold re: Board Self-Evaluation  
Fall Board Retreat  
Special Board Conference Call Meeting on August 27

Ms. Skatvold              August City Club  
Audit & Finance Committee meeting  
Board Self-Evaluation Committee meeting  
August City Club  
Special Board Conference Call Meeting on August 27  
Lunch w/Zak Boone re: Foundation Retreat  
Fall Board Retreat – September 7-8  
Meeting with four Foundation Board Members re: Advancement Plan  
Lunch w/Judy Smith re: COCC Foundation

Mr. Unger                  August City Club  
Audit & Finance Committee Meeting  
OSU-Cascades Affairs Committee Meeting  
OCCA Meeting in Salem re: hiring of new Executive Director  
Fall Board Retreat – September 7-8  
Special Board Conference Call Meeting August 27  
Phone Call to OCCA to approve contract for new executive director

**PRESIDENT'S REPORT:**

ABS/ECE Partnership (Exhibit: 11.a)

Dr. Betsy Julian-vice president for instruction, reviewed that in the Spring Term of 2018, COCC's Adult Basic Skills (ABS) English Language Learning (ELL) program and Early Childhood Education (ECE) program piloted a partnership to support English language learners in the transition between the Developmentally Appropriate Learning Environments (DALE) certificate classes taught in Spanish to other ECE certificate classes taught in English. The pilot was the result of three terms of collaborative

preparation between credit Early Childhood Education and non-credit English Language Learning faculty. Integrated Education and Training (IET) partnership is a requirement of the Workforce Innovation and Opportunity Act (WIOA) Title II grant that funds a portion of COCC's Adult Basic Skills department. Federal WIOA Title II and Oregon Career Pathway grant funds support COCC IET activities. We are exploring how to create additional IET programming with other CTE programs.

Adjourn to Executive Session: ORS 192.660 (2)(h) Potential Litigation

Adjourn Executive Session:

Reconvene Board of Directors' Meeting – Open Session

**ADJOURN: 8:45 p.m.**

APPROVED; ATTEST TO;

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Mr. John Mundy, Board Chair

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Dr. Shirley I. Metcalf, President



**Central Oregon Community College**  
**Board of Directors**  
**NEW HIRE REPORT**

**Date of Hire: September 1-30, 2018**

<b>Name</b>	<b>Date Hired</b>	<b>Department</b>	<b>Position</b>
<b>Classified</b>			
Stout, James	9/10/18	Redmond Bookstore	Retail Assistant
<b>Temporary Hourly</b>			
Cecil, Blake	9/4/18	Tutoring and Testing	Math Tutor
Aylett, Zane	9/4/18	Tutoring and Testing	Math Tutor
Cook, Shyann	9/4/18	Bookstore	Cashier
Tan, Ginger	9/5/18	Bookstore	Cashier
Ludahl, Kelsey	9/10/18	Bookstore	Cashier
Lawson, Elias	9/12/18	Tutoring and Testing	Math Tutor
Leff, Howard	9/12/18	Tutoring and Testing	Writing and Study Tutor
Cucinell, Mary Margaret	9/12/18	Tutoring and Testing	Writing and Study Tutor
Jablonski, Jenna	9/18/18	Health & Human Performance	Fitness Center Attendant
Christopher, Kaci Rae	9/19/18	Tutoring and Testing	Writing and Study Tutor
Bock, Natalie	9/21/18	Art	Painting Lab Assistant
Rynolds, Luke	9/24/18	Information Technology	FWS Computer Lab Attendant
Gnefkow, Alex	9/24/18	Art	FWS Ceramics Lab Assistant
Kersenbrock, Ashlee	9/24/18	Math	FWS Office Assistant
Dunn, Delany	9/24/18	Bookstore	FWS Cashier
Huskey, Erica	9/25/18	Information Technology	FWS Computer Lab Attendant

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

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

<b>Subject</b>	Approve the contract for <b>John Failla as Full-Time Temporary Instructor of Structure Fire and EMS</b>
<b>Strategic Plan Themes and Objectives</b>	
Student Experience	SE-2: Increase access to academic programs and courses on all campuses and online. SE-3: Promote diversity, inclusiveness and community on all campuses and online.
Student Success	SS-1: Enhance development of course and program offerings and delivery methods. SS-2: Enhance and promote the resources and tools available to help students efficiently complete their academic goal.
Community Enrichment	CE-3: Offer College services and expertise in response to community needs.
Institutional Efficiency	IE-1: Improve practices and structure related to providing a healthy and productive workplace. IE-2: Develop uniform, effective and efficient processes. IE-3: Define, document and practice clear operational decision-making. IE-4: Improve information sharing practices and platforms.

**A. Background**

The **Full-Time Temporary Instructor of Structure Fire and EMS** position is a temporary position.

**B. Options/Analysis**

- Approve the contract for **John Failla**
- Decline approval of the employment contract for **John Failla**

**C. Timing**

For the 2018-19 academic year

The Full-Time Temporary Instructor of Structure Fire and EMS 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

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

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 John Failla for the 2018-19 academic year as Full-Time Temporary Instructor of Structure Fire and EMS.

**F. Miscellaneous**

Mr. Failla graduated from Central Oregon Community College with an AAS degree in Structure Fire. He has been a lab aide and part-time instructor since 2016.

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

**Cash and Investments**

The College's operating cash balances currently total \$24.6 million. The August average yield for the Local Government Investment Pool remains the same as the previous month at 2.25 percent.

**General Fund Revenues**

Tuition and fee revenues represent fall term enrollment as of the end of August. The budgeted transfers-in have been posted for the year.

**General Fund Expenses**

The expenses 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 August 31, 2018

College Portfolio	<u>Operating Funds</u>	<u>Trust/Other Funds</u>
<b>Cash in State Investment Pool</b>		
4089 - General operating fund	\$ 23,768,666	
3624 - Robert Clark Trust		\$ 379,368
August Average Yield 2.25%		
<b>Cash in USNB</b>	\$ 882,924	
<b>Cash on Hand</b>	\$ 4,600	
Total Cash	<u>\$ 24,656,190</u>	<u>\$ 379,368</u>

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

**Exhibit 6a**  
10-Oct-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	\$ 16,589,000	\$ -	\$ (16,589,000)	0.0%	0.0%
Prior Taxes	509,000	144,986	(364,014)	28.5%	24.5%
Tuition and fees	17,028,000	5,076,426	(11,951,574)	29.8%	28.5%
State Aid	8,337,000	2,031,768	(6,305,232)	24.4%	26.8%
Program and Fee Income	70,000	6,693	(63,307)	9.6%	8.8%
Interest & Misc. Income	135,000	10,620	(124,380)	7.9%	9.0%
Transfers-In	2,191,000	2,191,000	-	100.0%	100.0%
<b>Total Revenues</b>	<b>\$ 44,859,000</b>	<b>\$ 9,461,493</b>	<b>\$ (35,397,507)</b>		
<b>Expenses by Function</b>					
Instruction	\$ 21,115,127	\$ 807,766	\$ 20,307,361	3.8%	4.1%
Academic Support	3,680,299	620,057	3,060,242	16.8%	13.4%
Student Services	5,040,755	562,947	4,477,808	11.2%	11.6%
College Support	5,704,709	814,707	4,890,002	14.3%	13.5%
Plant Operations and Maintenance	4,450,028	545,491	3,904,537	12.3%	12.0%
Information Technology	4,268,538	791,318	3,477,220	18.5%	20.0%
Financial Aid	112,897	5,983	106,914	5.3%	12.0%
Contingency	800,000		800,000	0.0%	0.0%
Transfers-Out	2,340,352	2,321,972	18,380	99.2%	99.2%
<b>Total Expenses</b>	<b>\$ 47,512,705</b>	<b>\$ 6,470,241</b>	<b>\$ 41,042,464</b>		
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (2,653,705)</b>	<b>\$ 2,991,252</b>	<b>\$ 5,644,957</b>		

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

**Exhibit 6a**  
10-Oct-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	\$ 5,502,078	\$ 1,292,695	\$ (4,209,383)	23.5%	23.3%
Expenses	5,643,781	394,033	5,249,748	7.0%	6.8%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (141,703)</b>	<b>\$ 898,662</b>	<b>\$ 1,040,365</b>		
<b>Grants and Contracts Fund</b>					
Revenues	\$ 3,402,921	\$ 84,798	\$ (3,318,123)	2.5%	3.3%
Expenses	3,416,813	301,146	3,115,667	8.8%	6.2%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (13,892)</b>	<b>\$ (216,348)</b>	<b>\$ (202,456)</b>		
<b>Capital Projects Fund</b>					
Revenues	\$ 1,209,077	\$ 1,184,068	\$ (25,009)	97.9%	98.0%
Expenses	5,166,029	624,858	4,541,171	12.1%	15.6%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (3,956,952)</b>	<b>\$ 559,210</b>	<b>\$ 4,516,162</b>		
<b>Enterprise Fund</b>					
Revenues	\$ 7,247,485	\$ 1,684,662	\$ (5,562,823)	23.2%	24.3%
Expenses	7,237,143	2,694,529	4,542,614	37.2%	33.2%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ 10,342</b>	<b>\$ (1,009,867)</b>	<b>\$ (1,020,209)</b>		
<b>Auxiliary Fund</b>					
Revenues	\$ 7,379,662	\$ 3,249,905	\$ (4,129,757)	44.0%	44.5%
Expenses	9,796,641	2,769,860	7,026,781	28.3%	36.9%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (2,416,979)</b>	<b>\$ 480,045</b>	<b>\$ 2,897,024</b>		
<b>Reserve Fund</b>					
Revenues	\$ 15,502	\$ -	\$ (15,502)	0.0%	0.0%
Expenses	540,000	500,516	39,484	92.7%	85.3%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (524,498)</b>	<b>\$ (500,516)</b>	<b>\$ 23,982</b>		
<b>Financial Aid Fund</b>					
Revenues	\$ 17,659,611	\$ 693,015	\$ (16,966,596)	3.9%	4.2%
Expenses	17,735,190	697,828	17,037,362	3.9%	3.7%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (75,579)</b>	<b>\$ (4,813)</b>	<b>\$ 70,766</b>		
<b>Internal Service Fund</b>					
Revenues	\$ 239,377	\$ 10,447	\$ (228,930)	4.4%	2.8%
Expenses	352,771	57,920	294,851	16.4%	11.9%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (113,394)</b>	<b>\$ (47,473)</b>	<b>\$ 65,921</b>		
<b>Trust and Agency Fund</b>					
Revenues	\$ 3,726	\$ 1,446	\$ (2,280)	38.8%	24.8%
Expenses	3,600	-	3,600	0.0%	0.0%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ 126</b>	<b>\$ 1,446</b>	<b>\$ 1,320</b>		



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

<b>Subject</b>	<b>Wickiup Hall – Annual Report</b>
<b>Strategic Plan Connection</b>	Student Success – Initiative 2: Enhance and promote the resources and tools available to help students efficiently complete their academic goal.
<b>Prepared By</b>	Alicia Moore, Dean of Student and Enrollment Services Andrew Davis, Director of Student and Campus Life Chris Egertson, Research Analyst – Institutional Effectiveness Tyler Hayes, Assistant Director for Housing and Residence Life

In response to an aging facility that was not responsive to student needs, as well as in support of the College’s 2002-2012 Campus Master Plan, COCC opened new student housing in fall 2015. Housing 320 students and 11 student staff, Wickiup Hall provides students with a vibrant and modern on-campus living experience. This report provides an update on Wickiup Hall student success, demographic and occupancy data and related residence hall information.

**Student Success Data**

Student success data for Wickiup Hall students, as compared to a comparator population\*, is mixed. Wickiup Hall students have a higher first-term retention rate compared to their peers, although their course completion rate is lower. Residence hall students are on par with their peers in terms of credits completed, while there does not appear to be consistency in their fall-to-fall retention rate. Additional time is needed for review and determination of potential resources as much of this data is new as of this writing.

	2015-16 Wickiup Hall	2016-17 Wickiup Hall	2017-18 Wickiup Hall	2017-18 Comparator Population*
Fall-to-winter retention	83.6%	89.0%	87.7%	81.7%
Student progression				
• Completed 15 or more credits	63.9%	69.2%	69.4%	72.0%
• Completed 30 or more credits	35.3%	40.5%	42.4%	41.8%
Successful course completion	72.1%	72.7%	72.9%	81.8%
Fall-to-fall retention	60.3%	49.8%	51.7%	56.7%

\* Comparator population is defined as certificate- and degree-seeking students between the ages of 18 – 24.



## Demographic Data: Wickiup Hall

Demographic trends are relatively the same when comparing 2016-17 and 2017-18 data. Minor changes to note include:

- A small decline in the number of in-district students
- A small increase in out-of-district students
- Shifts in gender and Oregon Promise recipients.

Staff will continue to monitor this data in future years, adjusting programs and services as appropriate.

		2016-17		2017-18	
		%	#	%	#
Residency	In-District	21.8%	82	18.4%	69
	Out-of-District	55.2%	208	59.0%	222
	Border State	14.3%	54	14.6%	55
	Non-Res Veteran	1.6%	6	1.9%	7
	Out-of-State	7.2%	27	6.1%	23
Ethnicity	Students of Color	20.2%	76	22.6%	85
	White	75.3%	284	74.5%	280
	Did Not state	4.5%	17	2.93%	11
Age	19 and younger	66.6%	251	71.5%	269
	20 – 24	30.8%	116	27.3%	102
	24 – 29	1.9%	7	0.8%	3
	30+	0.8%	3	0.2%	1
Gender	Female	47.2%	178	49.4%	186
	Male	52.3%	197	48.9%	184
	Did Not State	0.8%	2	1.6%	6
Oregon Promise Recipients		39.0%	147	32.3%	121
Pell Grant Recipients		34.5%	130	35.4%	133

## GENERAL UPDATES

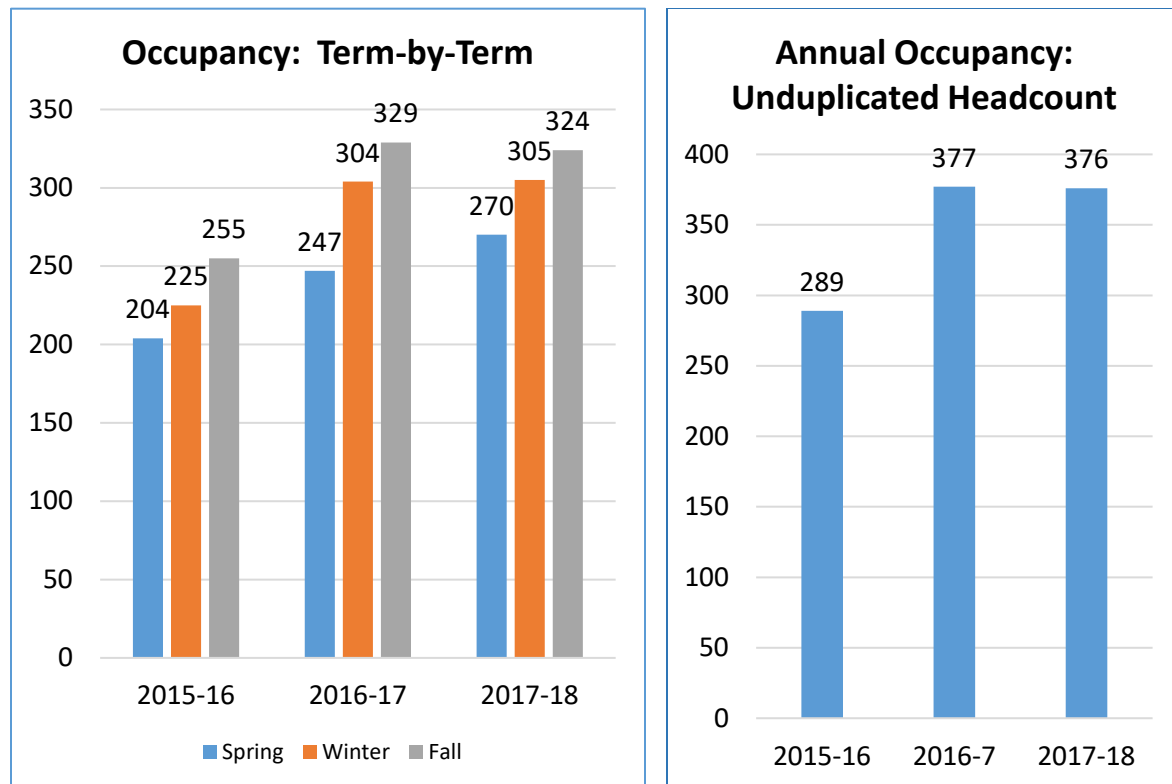
The two lead staff responsible for residence life and housing daily operations are the Assistant Director for Housing and Residence Life and the Residence Life Coordinator. Both started in their positions in summer 2017 and since then, have implemented a variety of practices to improve the student experience and academic success. Highlights of these include:

- Meet with any student who receives less than a 2.0 for fall quarter with the goal of creating an individual academic success plan and connecting the student with appropriate campus resources.
- Meet with all students listed on an incident report individually to talk about the situation and where appropriate, hold a conduct hearing.
- Created a new process for addressing noise complaints, one of the biggest concerns reported by residents last year.
- Implemented a new process for roommate assignments with the goal of creating better matches and stronger retention.

## OCCUPANCY

### 2015 – 16 through 2017 - 18

Occupancy is measured in two ways: Term-by-term and unduplicated headcount for the academic year. Information on this is provided below, noting that the annual occupancy rate does not include summer students. Summer housing represents relatively few students (13 students in summer 2018), although staff hope to grow this program over time.



### Fall 2018

During this past year, COCC maintained the same level of outreach to prospective housing students as in the last two years. Recognizing that housing application volume was a little

slower than last year, staff increased direct and indirect outreach to students, with the most notable new activities being a phone campaign to all nonresident students who applied to COCC and were between the ages of 17 – 24 (649 students), a Facebook messaging campaign and a second digital media campaign.

As of this report, fall 2018 housing occupancy is 299 students, or 93.4%. Two important notes:

- A few students have applied for on-campus housing during the first week of the quarter. Once applications are finalized, we anticipate fall term occupancy increasing slightly.
- Additionally, several students applied during the two weeks prior to the start of the quarter. A student's housing application process includes a successful background check. However, the company the College uses for this service is based in North Carolina and due to the hurricane, the offices were closed for several days during this period. Anecdotally, some students in the application pipeline reported that they found alternative housing arrangements as opposed to waiting for COCC confirmation.



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<b>Subject</b>	<b><i>The Broadside, COCC's Student Newspaper</i></b>
<b>Strategic Plan Connection</b>	Student Experience 1: Develop and implement a comprehensive approach to academic offerings and student support services on all campuses.
<b>Prepared By</b>	Alicia Moore, Dean of Student and Enrollment Services

Since President Metcalf made the decision in mid-July to discontinue *The Broadside*, COCC's student newspaper, the College has received several suggestions as to possible ways to improve the newspaper quality and student experience. In light of these suggestions, President Metcalf will convene a work group to reevaluate how the College might address a student-run news source. Details on the work group's charge, timeline and related activities are below.

Charge: Using *The Broadside* Task Force report as a starting point, the work group is charged with developing a recommendation for the following questions:

- What type of news source is most appropriate for COCC and its students?
- What organizational and operational supports are needed (within existing budget)?
- What, if any, requirements, should students who are part of the news source be required to engage with (for example, register for a journalism course? Minimum credit enrollment? Minimum GPA? Other)?
- What is an appropriate implementation timeline and implementation milestones/steps?

The work group is also tasked with consulting interested stakeholders to solicit perspectives and ideas, including student government and those who shared initial feedback to President Metcalf. The work group may consult others as needed.

Timeline: The work group is asked to make its recommendation to President Metcalf by early winter quarter, 2019.

Assessment: If approved, President Metcalf will develop outcomes/performance goals, noting a two-year timeline for achievement. The College will reevaluate the news source's performance at that time.

Work Group Membership: Work group membership will include representatives from across the College, including interested stakeholders and at-large representatives, as well as a journalist.



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<b>Subject</b>	<b>Navigating the eLearning Trail - A broad perspective</b>
<b>Strategic Plan Initiatives</b>	SE-2: Increase access to academic programs and courses on all campuses and online.
	SS-1: Enhance development of course and program offerings and delivery methods.
	SE-1: Develop and implement a comprehensive approach to academic offerings and student support services on all campuses and online.
<b>Prepared By</b>	Michael Murphy, eLearning Director

The eLearning and academic technology (eLearning) department at COCC represents far more than purely online education opportunities. We advocate for the use of academic technologies to enhance and expand opportunities for student success and growth. Our department mission and vision states:

**Mission Statement:** Our mission is to promote student success by providing flexible and equitable online and face-to-face learning environments.

**Vision Statement:** eLearning and academic technology will be leaders in distance education who support the personal and academic goals of every student in central Oregon and beyond.

Within the primary areas of access, stability, and quality, eLearning is building on the collective strength of stakeholders at COCC. Using data driven decisions, eLearning is developing a framework based on the college wide strategic plan goals and objectives.

Over a decade ago eLearning at COCC was in its infancy and had only a handful of online courses and resources, and a single dedicated employee. Today, eLearning has three full-time employees who support approximately 2000 sections, including 171 online courses, and 301 hybrid courses (an increase of 60% over 5 years). We also support hundreds of sections that use various degrees of online learning materials within our Learning Management System (LMS), Blackboard. Blackboard, because of its broad scope, is one of the major learning technology tools that allows us to support students with different learning styles, provide flexible timing, and reduce the need for physical proximity by using a web-based environment. However, beyond Blackboard, the majority of our work is with faculty who want to develop strategies that enhance their face-to-face instruction and their ability to engage with students.

Due to our growth, and because of the frequently changing technologies, the eLearning department is developing a framework that continually self-evaluates, remains flexible, and is adaptable to the changing needs of students and faculty. In addition to LMS support for faculty and students, we provide targeted training on a broad range of web-based tools to



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help faculty improve their teaching. This includes training faculty to use technology to increase accessibility of their instruction. The department also provides self-serve instructional videos and documentation resources for both students and faculty.

In the spring of 2018, through a review of historical call data, and in collaboration with IT services and student services, we implemented a centralized technical support phone line to better target the type of help needed by students (or faculty). To improve our outreach and connection to our northern campuses, we now provide face-to-face training and support for students and faculty during the first two weeks of each term. Being present and available to the branch campuses is critical to us, and we want to be strategic with physical visits, often combining visits to multiple campuses in a day.

The eLearning department is working to overcome some existing challenges so that we may introduce online programs and certificates to our students in the near future. We want more of our faculty to be prepared to teach online, and now have over 220 instructors that have completed our Hybrid and Online Teaching certification course, based around established best practices for online and hybrid learning. Students that are new to online instruction are required to take an online orientation class before they can register for fully online courses. Since September of 2016, we have had over 3033 students complete their online orientation.

Over a five-year period, our online course completion rate has risen from 70.56% to 77.31%, nearly closing the gap with the success rate for face-to-face courses (82.65%). This rapid improvement is probably due to the maturation of online instruction, improved delivery methods, and increasing student experience with independent instruction. We see no reason that this upward trend should not continue over the coming years through additional training in best practices and accessibility.

Additionally, we are exploring and piloting video streaming options with the Math department to expand the availability of Math courses on the northern campuses, and hope to expand our streaming options to other disciplines in the near future. We also hope to use video streaming to broaden advising options on northern campuses and beyond.

Earlier this year we completed a project with Continuing Education to integrate and streamline the enrollment process for non-credit students taking online courses. Several challenges unique to non-credit instruction were addressed, and we are happy to report that student access to online materials is now seamless and nearly immediate upon registration.

Finally, we are working on our departmental strategic framework, which will align within the college strategic plan. We are committed to being proactive and responsive to the COCC community and our partners outside of the college. The ultimate goal is to leverage technology to improve student success and increase access to courses and services that students need for completion of their educational goal.



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Subject	COCC Response to Local Healthcare Industry Needs (ECWIB, SCHS)
<b>Strategic Plan Initiatives</b>	CE-2: Advance positive regional economic development by assisting with educational and training needs of business, industry and workforce.
	SS-1: Enhance development of course and program offerings and delivery methods.
<b>Prepared By</b>	Julie Downing, Instructional Dean

COCC works closely with a wide range of businesses, agencies, and other groups to evaluate local workforce needs and to assess how well our programs are meeting these needs. We are constantly building new partnerships and seeking guidance from existing partners on how we can better serve our community. Healthcare has been a major area of recent focus and some of our collaborations with the East Cascades Workforce Investment Board (ECWIB) and Saint Charles Health System (SCHS) are described below.

**ECWIB:** In spring of 2018, the East Cascades Workforce Investment Board (ECWIB) identified and approved four workforce sector strategies for the East Cascades region: Technology, Healthcare, Construction and Manufacturing. This Summer, the ECWIB determined that their top priority in terms of local workforce development is healthcare, followed by construction. Within the umbrella of healthcare, it was decided that Medical Assistant (MA) is a primary focus. SCHS, Summit Medical Group, Mosaic Medical, The Center, plus many more local healthcare employers report the need for more trained Medical Assistants.

Heather Ficht, Executive Director of East Cascades Works, the nonprofit organization that supports the ECWIB, reached out to COCC Instructional Dean, Julie Downing who oversees the majority of the COCC Allied Health programs. Julie, Heather, and Debbie Butler from Worksource met in August to discuss how to get more students into the COCC MA program. The program can take up to 24 students each academic year and those students that complete the program have their choice of MA positions locally, however we have not been able to fill the program with students. The industry need for MAs is growing and the program to train MAs is well developed but for some reason, students are not gravitating towards this career option. One possible way to encourage students to pursue this career is to receive financial and/or other forms of assistance from ECWIB, Worksource and/or the COCC College Relations office.

Julie and Heather met a second time, this time with Lisa Dobey, Executive Director for Community and Philanthropy and on the ECWIB board to potentially offer matching scholarship money for students that we can recruit into the MA program. Data were collected on which students had either completed or were close to completing their prerequisite courses for MA and these students were notified that potential scholarships may be available if they enrolled in the MA program. One student reported that she had been fully planning on enrolling in the COCC MA program but was offered a position locally at one of the healthcare offices as an MA and would be trained on the job. This unfortunately is a reflection of the good economy (fewer students attending community college) and high demand for MAs currently. Basically, some of these healthcare businesses cannot wait to get trained Mas. Unfortunately, this negatively affects MA enrollment, but also



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hurts individuals trained on the job who will not earn the certification credentials required to work in other healthcare offices. One additional student was recruited into the MA program for this Fall and Heather is presently working to provide this student with some scholarship funding. Another workforce needs meeting is set up for this month so that we can determine how to encourage students to complete their MA prerequisites now so that they are eligible to enter the MA program and receive scholarships next Fall 2019.

**Worksource & COCC College Relations Efforts:** Debbie Butler from Worksource requested more materials to help her inform clients about the range of opportunities provided by COCC. She asked to have more detailed print flyers about the various allied health programs offered including Medical Assisting, Dental Assisting, Pharmacy Technician, Veterinary Technology, Massage Therapy, Nursing Assistant, Health Information Technology, and Paramedicine. In response, Aimee Metcalf and the staff from College Relations are working on a flyer that clearly spells out the programs we offer, how much each costs, how long it takes to complete, and how much they can expect to earn. This print flyer will be provided to Debbie at Worksource and will be distributed at local clinics, job fairs, etc. One of the major career fairs will be the 3<sup>rd</sup> annual COCC Health Careers Expo will take place on March 1<sup>st</sup> bringing in over 200 local high schoolers to the hands-on event put on by faculty in the beautiful health careers building on the Bend campus. Cascades East Area Health Education Center (AHEC) will again be sponsoring the student lunch for this event which is bringing awareness of our health occupations programs to local students. In addition, Ron Paradis has been marketing our allied health programs on social media platforms.

**SCHS Surgery Technician program request:** In the Spring of 2018, a group with leadership from Saint Charles Health System (SCHS) and COCC Allied Health was convened and met two different times. SCHS had their Vice President for Human Resources, Rebecca Berry as well as Director of Nursing, Pam Steinke and others at the table. SCHS expressed the need for trained Laboratory Technicians as well as Certified Surgical Technicians (CST). It was quickly determined that COCC could not help with producing Laboratory Techs which need a Bachelor's degree, but there was potential for the development of a CST program. Julie submitted a New Programs request (Phase 1) for the CST program in Spring of 2018. To begin investigating the feasibility of creating a CST program at COCC, Julie reached out to Linn Benton Community College (LBCC) to enquire about their CST program which is brand new and still seeking accreditation. Partnership opportunities are being examined combining online instruction from LBCC with hands-on lab experience in Bend, but LBCC is not in a position to commit until final accreditation is obtained. Further research regarding CST accreditation requirements revealed the need to hire a Program Director very early in the process as they would be the one responsible for creating the CST curriculum. We also learned that the Accreditation Review Council (ARC) is moving in the direction of requiring new CST programs to be 2-year associate programs by 2020. Currently many CST programs like LBCC's are 9-month programs which is what we were originally considering.

Julie is currently looking into start-up costs, and is in the process of arranging site visits to Mt. Hood Community College and Seattle Central College's CST programs. Site visits will allow us to see what the required surgery suites look like and speak to their program leadership about program development needs, annual expenses, etc. The next step in receiving approval is for Stage II of the COCC new program request. Julie will also be putting together a proposal to SCHS asking for financial assistance with the start-up of the CST program since they expressed the desire for us to create this program to help eliminate their continual shortage of CSTs. This proposal will hopefully be ready to present to SCHS by January 2019. With all this said, the college has not made any financial commitment to the CST program at this point and there will most





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certainly be concern about adding in a new program when our existing allied health programs are currently not filling with the exception of the Nursing program. CSTs however would earn higher salaries than many of our current allied health programs.

**SCHS Nursing Assistant Needs:** Lastly, for over a year, SCHS has also expressed the need for trained Nursing Assistants (CNA). COCC has partnered with Ridgeview HS in Redmond to offer a CNA I program there. Last year was the first year of the program and the second year has just started. Julie has been collaborating with Dawn Vollers, SCHS Director of Clinical Education in an effort to provide incentives for non-health care workers (example: custodial or kitchen workers) at SCHS to take COCC CNA classes to be able to switch occupations at SCHS.