



CENTRAL OREGON
community college

CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting
Wednesday, December 9, 2015 – 6:00 PM
Christiansen Boardroom – Bend Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Ford
	II. Introduction of Guests			
6:05 pm	III. Agenda Changes			
6:06 pm	IV. Public Hearing and Testimony			
	A.			
6:10 pm	V. Consent Agenda***			
	A. Minutes			
	1. Regular – November 17, 2015	5.a1	X	Smith
	B. Personnel			
	1. New Hire Report (November 2015)	5.b1	X	Sorenson ^A
	2. Contract Approval to Hire (Redd)	5.b2	X	✓
	3. Contract Approval to Hire (Forell)	5.b3	X	✓
	C. Copy Paper Agreement	5.c	X	Dona ^A
6:15 pm	VI. Information Items			
	A. Financial Statements	6.a		Bloyer ^A
	B. 2013-18 Strategic Plan	6.b		McCoy/Newby ^P
	C. Zoning Change			McCoy ^P
	D. Student Success	6.d		Newby ^A
6:40 pm	VII. Old Business			
	A. 2 nd Reading – Board Policies	7.a*		Abernethy ^P
6:50 pm	VIII. Board of Directors' Operations			
	A. Board Member Activities			
7:00 pm	IX. President's Report			
	A. Updates			
	1. Continuing Ed. Updates			Lantis ^P
	2. NEVTEX	9.a2		Emerson/Mays/ Bruce/Newby ^P
	X. Dates			
	A. Wednesday, December 9 – Board of Directors' Meeting – Bend Campus			
	B. Advanced Governance Institute for Student Success (GISS) Oregon June 28, 29 and 30, 2016 – location yet to be finalized			
7:35 pm	XI. 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 Aavailable for background information if requested.





CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Tuesday, November 17, 2015 – 6 p.m.
Christiansen Board Room, Boyle Education Center
Bend Campus

PRESENT: Vikki Ricks, Anthony Dorsch, Bruce Abernethy, Joe Krenowicz, John Mundy, Ron Bryant, -Board Attorney, Dr. Shirley Metcalf-President, Julie Smith-Executive Assistant.

ABSENT: David Ford, Laura Craska Cooper

Ms. Vikki Ricks-board vice chair, called the meeting to order.

Adjourned to Executive Session: ORS 192.660 (1)(h) Potential Litigation
and ORS 192.660 (1)(e) Real Property Transactions

Re-Convvene Regular Board of Directors' Meeting.

INTRODUCTION OF GUESTS: Alicia Moore, Brady Hickman, Seana Barry, Jerry Schulz, Matt McCoy, Zak Boone, Jim Jones, Heather Van Diest Kolb, Chad Harris, Stacey Donohue, David Dona, Michael Fisher, Chad Harris, Ron Paradis, Glenda Lantis, Jenni Newby, Lisa Bloyer, Sally Sorenson, Joe Viola, Dan Cecchini, Carol Higginbotham, Michael Gesme, Ken Harmon, Amy Howell, Kevin Lanier, Jim Bennett, Chris Goodman, Chris Schiller, Stephanie Bilbrey, Cady-Mae Koon, Abby Spelman-The Bulletin, and others.

PUBLIC HEARING AND TESTIMONY:

RAD Certification

President Metcalf congratulated Associate Professor Kathy McCabe, Criminal Justice/Program Director, who has recently completed the Rape Aggression Defense training – along with Sgt. Brian Beekman and Ofc. Adam Steele from the Bend Police department. As a result of this training, she has developed a course which will be taught this spring.

RAD Certification & WACLEA Award

Jim Bennett, campus public safety interim director introduced Chris Goodman, Chris Schiller, Kevin Lanier and Cady-Mae Koon – all from the Campus Public Safety department and announced that all had recently received commendations and certification for the Rape Aggression Defense (RAD) training. He also announced that COCC's CPS department has been named Department of the Year by the Western Association of Campus Law Enforcement Administrators (WACLEA) organization.

Faculty and Staff Employee Recognition Awards

Heather Van Diest Kolb – Adjunct/Part-time Faculty Teaching Award;

Dr. Amy Howell – Faculty Achievement Award;

Seana Barry – Administrator of the Year;

Ken Harmon – Classified Employee of the Year.

CONSENT AGENDA:

Mr. Joe Krenowicz moved to approve the Consent Agenda (Exhibit: 6). Mr. John Mundy seconded. MCU. Approved. M11/15:1

BE IT RESOLVED that the Board of Directors approved the regular meeting Minutes of October 7, 2015 (Exhibit: 6.a1);

BE IT RESOLVED that the Board of Directors reviewed and approved the October 2015 New Hire Report (Exhibit: 6.b1);

BE IT RESOLVED that the Board of Directors approves the employment contracts for Seana Barry-CAP Center director (Exhibit: 6.b2);
Malissa Hice-Financial Aid advisor (Exhibit: 6.b3).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 7.a)

The Board of Directors were apprised of the September 2015 Financial Statements.

Housing Operations Report (Exhibit: 7.b)

The Board of Directors were apprised of the monthly (November 2015) Housing Operations Report that included updates for:

- Occupancy and Budget
- Marketing
- Residence Life
- Summer Conferencing.

OCCA Conference - Update

John Mundy, Vikki Ricks and Laura Craska Cooper attended the recent Oregon Community College Association's annual conference Nov. 4-7 at Salishan Resort in Gleneden Beach, Oregon. Ms. Ricks participated in a presentation on "rural students." Mr. Mundy gave a review of sessions on the Oregon Promise, how social justice issues affect campuses and campus safety and security.

Student Success: Math (Exhibit: 7.d)

The Board of Directors were apprised that during the 2014-15 academic year, each community college in Oregon was asked to develop a Developmental Education Redesign Team that would determine which recommendations that were developed by the statewide workgroup would be implemented at each institution. Once each college selected its team, a team leader was chosen who participated in monthly statewide meetings. Additionally, the state sponsored one meeting where all teams traveled to Salem to spend a day developing a plan for redesigning developmental education on their campus. COCC's Developmental Education Redesign Team consisted of: Jenni Newby, Instructional Dean; Doug Nelson, Math Faculty; Kathy Smith, Math Faculty; Vickery Viles, CAP Center Director; Eleanor Sumpter-Latham, English Faculty; Stacey Donohue, English Faculty; and Tina Hovekamp, Director of the Library. The lead for the COCC Developmental Education Redesign Team is Jenni Newby.

Recommendation for Math: “Create a non-STEM pathway appropriate for the student population and mission of each college. These pathways would offer developmental courses that prepare students to succeed in a college-level liberal arts mathematics course such as Math 105, Contemporary Math.”

COCC’s Math Implementation Plan (Developmental Education Redesign: Decreasing Attrition and Time to Completion in Oregon’s Community Colleges, 2014) is described in detail in Exhibit: 7.d.

Mazama 101/102 Remodel-Contract Award (Exhibit: 8.a)

In response to the increased number of resident students on campus, two classrooms in Mazama were identified to be repurposed to provide additional fitness center space. This remodel will create an auxiliary work out space for both students and staff during prime instructional hours. A formal Invitation to Bid was issued for the work and two bidders responded.

Mr. John Mundy moved to award the contract to KellCon, LLC for \$146,263 (Exhibit: 8.a).
Mr. Bruce Abernethy seconded. MCU. Approved. M11/15:2

1st Reading – Board Policies (Exhibit: 8.b)

At the fall 2014 Board Retreat, Board members expressed interest in revising the governing process policies. In line with the fall 2015 Board Retreat discussion, the President recommends that the Board adopt the revised Governing Process Policies.

Mr. John Mundy moved to approve as a first reading the revised Governing Process Policies.
Mr. Joe Krenowicz seconded. MCU. Approved. M11/15:3

BOARD OF DIRECTORS’ OPERATIONS:

Board Member Activities

- | | |
|---------------|--|
| Mr. Abernethy | Fall Board Retreat (October 23-24, 2015)
Assisted in preparing a regional promise grant |
| Ms. Ricks | Greater La Pine Adult Education Meeting
ACCT Convention in San Diego (October 14-17)
OCCA Conference Nov. 4-7 – Gleneden Beach, OR
OCCA Conference presenter for Student Success
Fall Board Retreat |
| Mr. Dorsch | Two conversations with Abby Spegman reporter for The Bulletin
Re: COCC’s property and density |
| Mr. Krenowicz | ACCT Conference in San Diego (October 14-17, 2015)
Fall Board Retreat (October 23-24, 2015) |
| Mr. Mundy | Residence Hall Ribbon Cutting Ceremony
Meeting w/Jenni Newby
Bend Chamber “After-Hours” showcasing the Science Bldg.
COCC Foundation fund raising event at Anthony’s Homeport/Old Mill
Bend Chamber Breakfast – COCC Recognition Event
Vigil at COCC for Umpqua Community College
Fall Board Retreat (October 23-24, 2015)
OCCA Conference (Nov. 4-7) – Gleneden Beach, OR
Meeting w/President Metcalf re: College Affairs Committee |

PRESIDENT'S REPORT

COCC Symphony and Music Department

Professor Michael Gesme gave an update on the Central Oregon Symphony and other fine arts activities. Michael stated that there are six performing ensembles –

- Big Band Jazz
- Central Oregon Symphony
- Cascade Winds
- Cascade Corral
- College Choir
- Central Singers.

He reported that each year, more than 16,000 patrons attend concerts by these ensembles. Professor Gesme thanked the Board for all of their support.

ADJOURN: 7:55 PM

APPROVED;

ATTEST TO;

Ms. Vikki Ricks, Board Vice-Chair

Dr. Shirley I. Metcalf, President

Exhibit: 5.b1
December 9, 2015
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – November 1 - 30, 2015

<u>Name</u>	<u>Date Hired</u>	<u>Location</u>	<u>Job Title</u>
Classified Full-Time			
Aavang, Lindsey	11/23/2015	Bend	Enrollment Specialist
Fineran, Anne	11/12/2015	Bend	Payroll Specialist
Goodman, Christopher	11/09/2015	Bend	CPS Officer
Transfer Employees per MOU with Crook County			
Clark, Jennifer	11/01/2015	Prineville	Office Manager
Larson, Mary	11/01/2015	Prineville	Computer Lab Attendant
Part-Time Faculty			
Kaufman, Michelle	11/09/2015	Bend	PT Instructor
Temporary Hourly			
Campbell, Kristina	11/13/2015	Bend	Bookstore Cashier
Detres, Lisa	11/16/2015	Bend	Comp Lab Att & Off Supp
Sanchez, Maria	11/6/2015	Bend	Dental Lab Assistant
Smelcer, Kyle	11/2/2015	Bend	Math Tutor
Weinberg, Zachary	11/18/2015	Bend	EMT Lab Assistant

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for TINA REDD as Redmond Campus Director.
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	IS.2 - <i>Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.</i> This position must work closely and collaboratively within COCC, the local Education Council comprised of community members and other partner organizations to ensure that the college is meeting the needs and expectations of the community.
Transfer and Articulation Objectives	TA.1 - <i>Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.</i> The position oversees CTE programs and assists in the design of making programs available to students. TA.2 - <i>Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.</i> This position is responsible for gathering and analyzing market information regarding needed classes and participating in the design of credit and non-credit classes and services to meet targeted education and training needs.
Workforce Development Objectives	WD.1 - <i>Maximizes support services, from entrance to transfer, to promote access and success.</i> The position oversees credit and non-credit programs and assists in the design of making programs available to students.

A. Background

This is a replacement position. The **Redmond Campus Director** position is an 11-month, professional staff position within the Extended Learning department at Central Oregon Community College that provides instructional and operational leadership for the COCC Redmond Campus. The Campus Director is responsible for gathering and analyzing market information regarding needed classes and participating in the design of credit and non-credit classes and services to meet targeted education and training needs. As a result, the Campus Director must work closely and collaboratively within COCC, the local Education Council comprised of community member, and other partner organizations to ensure that the college is meeting the needs and expectations of the community.

B. Options/Analysis

- Approve the employment contract for TINA REDD as Redmond Campus Director.
- Decline approval of the employment contract for TINA REDD as Redmond Campus Director.

C. Timing

The Redmond Campus Director position is appointed for a 11-month employment contract each fiscal year. For the 2015-16 fiscal year the initial employment contract period will be from January 4, 2016 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the employment contracts for TINA REDD as Redmond Campus Director.

F. Miscellaneous

Dr. Tina Redd received her Ph.D. in Theatre History and Criticism from the University of Washington, located in Seattle, Washington. She has been employed in the English department at COCC since 2008, and has recently been promoted to Associate Professor. Prior to COCC, Ms. Redd taught at Portland Community College where she was a Tenured Instructor of English.

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for JARED FORELL as Assistant Director of Admissions & Records, Curriculum and Technology .
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	<p>IS.5 - <i>Further develop and enhance employees and operational systems to ensure institutional quality and viability.</i> This position oversees Banner Student Module development and workflow processes for all students as it relates to recruitment, admissions, records, registration, cashiering and DegreeWorks.</p> <p>IS.9 - <i>Expand access throughout the district with long-term strategies for educational services in underserved areas.</i> This provides guidance to faculty and instructional leadership on potential impacts of curricular decisions on students, including retention, recruitment, and degree completion.</p>
Transfer and Articulation Objectives	<p>TA.2 - <i>Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.</i> This position manages registration labs for new student advising sessions, and responds to student petitions regarding certificate and degree requirements.</p>
Workforce Development Objectives	<p>WD.1 - <i>Maximizes support services, from entrance to transfer, to promote access and success.</i> This position researches state documentation, historical catalogs and provides logistical support for campus events such as Bobcat Orientation, Commencement, etc.</p>

A. Background

This is a replacement position. The **Assistant Director of Admissions & Records, Curriculum and Technology** position is a 12-month, professional staff position within the Admissions & Registration department at Central Oregon Community College. The position's primary purpose is to serve as the Admissions & Records Department lead staff person for day-to-day oversight of Banner's Student module as it relates to recruitment, admissions, records, registration, cashiering and DegreeWorks (called GradTracks at COCC), including testing of new releases and major upgrades and annual scribing of certificate and degree requirements. Position supervises Admissions and Records Information Systems Specialists (1.5 FTE classified staff).

B. Options/Analysis

- Approve the employment contract for JARED FORELL as Assistant Director of Admissions & Records, Curriculum and Technology.
- Decline approval of the employment contract for JARED FORELL as Assistant Director of Admissions & Records, Curriculum and Technology.

C. Timing

The Assistant Director of Admissions & Records, Curriculum and Technology position is appointed for a 12-month employment contract each fiscal year. For the 2015-16 fiscal year the initial employment contract period will be from December 18, 2015 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the employment contracts for JARED FORELL as Assistant Director of Admissions & Records, Curriculum and Technology.

F. Miscellaneous

Mr. Forell is currently a Records Assistant at Portland Community College where he has served since 2011, gaining extensive experience in Admissions and Records functions, Banner, Argos, DegreeWorks, and commencement planning. Prior to that he served at Linfield College as a peer advisor where he co-taught colloquium courses and developed academic plans for students. Mr. Forell also recently held the position of Vice President for Technology for the Oregon Association of Collegiate Registrars and Admissions Officers, and holds a Bachelor of Science in Elementary Education.

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

Prepared by: Jim Jones, Interim CFO

Subject	1497-15 Copier & Printer Paper Price Agreement
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.

A. Background

The Copy Center provides Copier and Printer Paper to all College departments, as well as using it in the Copy Center. A formal solicitation was issued at the beginning of November for these goods and two Bids were received. The College makes no guarantee of the amount of purchases for Copier and Printer Paper, but based on previous year's totals, the annual value of this contract is expected to be around \$35,000 and total contract value at approximately \$180,000. The Proposed Vendor, WCP Solutions, provided the lowest responsive, responsible Bid.

B. Options/Analysis

Accept the bid and award the price agreement contract to WCP Solutions.
Not accept the bid from WCP Solutions and re-bid the goods.

C. Timing

Acceptance of the Bid at this time will allow the College to continue providing Copier and Printer Paper at Best Value pricing.

D. Budget Impact

Funds are allocated within the Copier Center budget for these goods.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors do hereby accept the bid of WCP Solutions for the Copier and Printer Paper goods and direct that a contract be executed.

Central Oregon Community College - Copy Center
Paper Order for 2009-2010

					5.c Attachment			
VENDOR:	ATTACHMENT B: PRICING WORKSHEET Return with Bid Form						WCP	
ITEM NUMBER	PAPER TYPE	ESTIMATED ANNUAL# OF	DESCRIPTION	STAPLES		UNIT PRICE PER REAM	PRICE PER EST. ANNUAL REAMS	
				PRICE PER	EST.			
1						2.65	25175	
2	8.5x11 20# white copy paper	9,500	Multi-Use 92 or higher Brightness	2.89	27455	3.65	5475	
3	8.5x11 20# 3-hole white copy paper	1,500	Premium Multi-Purpose	3.21	4815	12.24	244.8	
5	8.5x11 24/60# Astro Brite color paper	20	Wausau or Neenah Exact Opaque Colors	6.59	131.8	6.75	1552.5	
6	8.5x11 20# color paper	230	EarthChoice Multipurpose	4.29	986.7	12.85	642.5	
7	8.5x11 28# white color copy paper	50	Neenah Exact Digital Color Copy 98	5.79	289.5	4.6	138	
8	8.5x14 20# white paper	30	Xerographic Copy Paper	3.93	117.9	21.7	868	
9	8.5x11 65# white cardstock	40	Cougar Digital Smooth	8.67	346.8	13.3	332.5	
10	8.5x11 65# color cardstock	25	EarthChoice Colors	7.33	183.25	13.75	412.5	
11	8.5x11 2 part NCR paper	30	Appleton Superior Carbonless NCR Paper	14.89	446.7	15.5	465	
12	8.5x11 3 part NCR paper	30	Appleton Superior Carbonless NCR Paper	15.43	462.9	16.5	165	
13	8.5x11 4 part NCR paper	10	Appleton Superior Carbonless NCR Paper	19.86	198.6	17	170	
	8.5x11 5 part NCR paper	10	Appleton Superior Carbonless NCR Paper	21.03	210.3		35640.8	
*Estimated annual use for bidding information only. The College does not commit to buying a minimum amount of any item.					35644.45			

Central Oregon Community College
Monthly Budget Status
Highlights of October 2015 Financial Statements

Cash and Investments

The Colleges' operating cash balances currently total \$26.7 million. The October average yield for the Local Government Investment Pool remains unchanged at .54 percent.

The bond proceeds held in cash totals \$874 thousand as of the end of October.

General Fund Revenues

The College received the second State Aid payment for the fiscal year. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through October 2015 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 October 31, 2015

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 25,234,955		
3624 - Robert Clark Trust			\$ 371,469
3707 - Residence Hall bond funds		\$ 476,824	
3948 - Residence Hall retention		\$ 397,276	
October Average Yield .54%			
Cash in USNB	\$ 1,464,186		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 26,703,741</u>	<u>\$ 874,100</u>	<u>\$ 371,469</u>

Central Oregon Community College
Monthly Budget Status
October 2015

Exhibit 6a
09-Dec-15

<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	\$ 14,180,000	\$ -	\$ (14,180,000)	0.0%	0.0%
Prior Taxes	623,000	280,892	(342,108)	45.1%	31.2%
Tuition and fees	16,679,000	6,095,628	(10,583,372)	36.6%	36.8%
State Aid	9,110,000	4,643,633	(4,466,367)	51.0%	48.9%
Interest & Misc. Income	70,000	419	(69,581)	0.6%	0.7%
Transfer-In	1,874,500	1,874,500	-	100.0%	98.8%
Total Revenues	\$ 42,536,500	\$ 12,895,072	\$ (29,641,428)		
Expenses by Function					
Instruction	\$ 19,343,813	\$ 4,194,771	\$ 15,149,042	21.7%	22.1%
Academic Support	3,136,473	930,809	2,205,664	29.7%	27.2%
Student Services	4,835,160	1,317,759	3,517,401	27.3%	30.0%
College Support	5,264,718	1,756,803	3,507,915	33.4%	33.6%
Plant Operations and Maintenance	4,599,224	1,264,175	3,335,049	27.5%	27.6%
Information Technology	4,090,108	1,536,673	2,553,435	37.6%	31.9%
Financial Aid	52,897	25,017	27,880	47.3%	36.4%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,602,618	2,585,299	17,320	99.3%	99.7%
Total Expenses	\$ 44,725,011	\$ 13,611,306	\$ 31,113,705		
Revenues Over/(Under) Expenses	\$ (2,188,511)	\$ (716,234)	\$ 1,472,277		

Central Oregon Community College
Monthly Budget Status
October 2015

Exhibit 6a
9-Dec-15

	<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	\$ 5,332,461	\$ 1,626,219	\$ (3,706,242)	30.5%	16.1%
Expenses	5,279,505	703,456	4,576,049	13.3%	15.6%
Revenues Over/(Under) Expenses	\$ 52,956	\$ 922,763	\$ 869,807		
Grants and Contracts Fund					
Revenues	\$ 1,850,369	\$ 181,956	\$ (1,668,413)	9.8%	10.7%
Expenses	1,904,487	350,676	1,553,812	18.4%	19.6%
Revenues Over/(Under) Expenses	\$ (54,118)	\$ (168,720)	\$ (114,602)		
Capital Projects Fund					
Revenues	\$ 2,037,398	\$ 2,026,959	\$ (10,439)	99.5%	27.4%
Expenses	7,215,300	1,783,942	5,431,358	24.7%	14.4%
Revenues Over/(Under) Expenses	\$ (5,177,902)	\$ 243,017	\$ 5,420,919		
Enterprise Fund					
Revenues	\$ 8,612,326	\$ 2,172,658	\$ (6,439,668)	25.2%	25.7%
Expenses	9,627,759	3,635,455	5,992,304	37.8%	28.1%
Revenues Over/(Under) Expenses	\$ (1,015,433)	\$ (1,462,797)	\$ (447,364)		
Auxiliary Fund					
Revenues	\$ 9,502,382	\$ 4,975,314	\$ (4,527,068)	52.4%	45.1%
Expenses	10,553,349	4,464,012	6,089,337	42.3%	45.6%
Revenues Over/(Under) Expenses	\$ (1,050,967)	\$ 511,302	\$ 1,562,269		
Reserve Fund					
Revenues	\$ 9,336	\$ -	\$ (9,336)	0.0%	0.0%
Expenses	510,000	406,388	103,612	79.7%	67.7%
Revenues Over/(Under) Expenses	\$ (500,664)	\$ (406,388)	\$ 94,276		
Financial Aid Fund					
Revenues	\$ 18,445,575	\$ 4,930,528	\$ (13,515,047)	26.7%	27.7%
Expenses	18,472,306	5,125,359	13,346,947	27.8%	28.4%
Revenues Over/(Under) Expenses	\$ (26,731)	\$ (194,831)	\$ (168,100)		
Internal Service Fund					
Revenues	\$ 390,767	\$ 42,536	\$ (348,231)	10.9%	12.4%
Expenses	516,989	202,798	314,191	39.2%	20.0%
Revenues Over/(Under) Expenses	\$ (126,222)	\$ (160,263)	\$ (34,041)		
Trust and Agency Fund					
Revenues	\$ 1,809	\$ 635	\$ (1,174)	35.1%	25.2%
Expenses	3,000	750	2,250	25.0%	28.6%
Revenues Over/(Under) Expenses	\$ (1,191)	\$ (115)	\$ 1,076		

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

Prepared by: Jenni Newby, Interim Executive Dean for Instruction/Chief Academic Officer
Matt McCoy, Vice President for Administration

Subject	2013-18 Strategic Plan – Final Updates
Strategic Plan Themes and Objectives	
Institutional Sustainability	The updates to the 2013-18 Strategic Plan strengthen the College’s understanding and ability to meet all five themes within the strategic plan.
Transfer and Articulation	
Workforce Development	
Basic Skills	
Lifelong Learning	

History/Overview:

The COCC Board of Directors adopted the 2013-18 Strategic Plan in June 2013. One of the primary 2014-15 goals of the College Planning Team (CPT) was to begin to evaluate the Strategic Plan. One of the steps in meeting this goal was for the six planning teams – CPT and the five Theme Teams - to confirm the strategic objectives listed in the Strategic Plan.

Changes to the theme narratives and strategic objectives were proposed by the Theme Teams to CPT in spring 2015. The proposed changes and rationale for the changes were discussed at the October 23-24 Board Retreat. Taking the Board's guidance, the CPT updated the 2013-18 Strategic Plan as shown in the attached.

Yellow = Proposed language changes



College Planning Team UPDATED 2013-18 Strategic Plan

THEME: Transfer and Articulation (TA)

Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.

2013-18 Strategic Objectives
TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.
TA.3 - Provide students a high-quality general education.

THEME: Workforce Development (WD)

Students of Career and Technical Education (CTE) programs will be prepared for employment and advanced education through the acquisition of knowledge and skills necessary to meet current industry needs.

2013-18 Strategic Objectives
WD.1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
WD.2 - Deliver CTE curriculum that aligns with current industry standards.
WD.3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.
WD.4 - Cultivate current and future industry partnerships and assist industry partners in regional economic development and job creation.
WD.5 - Students in CTE programs will achieve the sought after credential and when applicable, continue on to attain career-specific certifications/licensure and/or advanced education.

Yellow = Proposed language changes

THEME: Basic Skills

Students will have academic achievements and basic learning skills necessary to participate effectively as engaged community and family members, and employees, and to succeed at the college level.

2013-18 Strategic Objectives
BS.1 - Students who complete English Language Learner (ELL) courses will have the skills to succeed in Adult Basic Education (ABE) and Adult Secondary Education (ASE) courses.
BS.2 - Students who complete ASE level courses will have the skills necessary to obtain the GED.
BS.3 - Students who complete ASE level courses will have the skills to succeed in credit writing and math courses.
BS.4 - Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.

THEME: Lifelong Learning

Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.

2013-18 Strategic Objectives
LL.1 - Broaden lifelong learning opportunities based on assessed industry, community, and campus needs.
LL.2 - Increase overall, lifelong learning participation.
LL.3 - Expand options for accessibility and instructional delivery in Continuing Education.

Yellow = Proposed language changes

THEME: Institutional Sustainability

Students will have the opportunity to be successful because the College has planned and invested appropriately to ensure high quality programs, services and facilities that support student learning and educational achievement.

2013-18 Strategic Objectives
IS.1 - Expand and refine data, research and assessment systems and infrastructure to support student success.
IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.
IS.3 - Develop a scalable approach to assessing student learning at the degree, program and course levels.
IS.4 - Strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability.
IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability.
IS.6 - Further develop and enhance facilities and infrastructure to ensure institutional quality, viability and environmental sustainability.
IS.7 - Support enrollment and success of underrepresented students.
IS.8- Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.
IS.9 - Maintain student affordability while ensuring efficient and cost effective operations.



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

Subject	Student Success Report to the COCC Board of Directors
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	IS.8 - Support enrollment and success of underrepresented students.
Transfer and Articulation	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 - Provide students a high-quality general education.
Workforce Development	WD.3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.
Basic Skills	BS.4 - Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.
Lifelong Learning	
Prepared By	Jenni Newby, Interim Chief Academic Officer

ENSURING STUDENT SUCCESS THROUGH THE REDESIGN OF DEVELOPMENTAL EDUCATION: Update to the COCC Board of Directors

Background:

- 2013 – 2014: Developmental Education Redesign Work Group established which consisted of teams of four from each of Oregon’s 17 community college campuses.
- 2014 – 2015: Implementation Phase I (development of plan and initial implementation)
- 2015 – 2016: Implementation Phase II (implementation of plan)

COCC Developmental Education Implementation Phase I and II

During the 2014-15 academic year, each community college in Oregon was asked to develop a Developmental Education Redesign Team that would determine which recommendations that were developed by the statewide workgroup would be implemented at each institution. Once each college selected a team, they selected a team leader who participated in monthly meetings in Salem. The expectation was that the team leader would engage in activities with colleagues from the 17 community colleges and replication the planning activities on their campuses. Additionally, the state sponsored one meeting where all teams traveled to Salem to spend a day developing a plan for redesigning developmental education on their campus. COCC's Developmental Education Redesign Team consisted of the following individuals: Jenni Newby, Instructional Dean; Doug Nelson, Math Faculty; Kathy Smith, Math Faculty; Vickery Viles, CAP Center Director; Eleanor Sumpter-Latham, English Faculty; Stacey Donohue, English Faculty; and Tina Hovekamp, Director of the Library. The lead for the COCC Developmental Education Redesign Team is Jenni Newby.

Development of the Developmental Education Implementation plan

The COCC Developmental Education Redesign Team participated in a full day meeting in Salem in the fall of 2014 where they worked with a national facilitator to determine which recommendations COCC planned to implement. Once the recommendations were chosen, the team worked together to develop a plan that included goals, outcomes, metrics for goal attainment, identification of people responsible for implementation of the recommendation. The team selected recommendations in the areas of reading and writing, math, and advising. Listed below are the selected recommendations, the goals/outcomes, metrics, person responsible, and status of attaining the goals.

Recommendation for Advising: "Create a mandatory advising process for all developmental education students; deliver advising to all developmental education students through professional advisors and/or faculty who have received training in the CAS professional standards and/or current researching advising best practice" (Developmental Education Redesign: Decreasing Attrition and Time to Completion in Oregon's Community Colleges, 2014).

Advising Implementation Plan

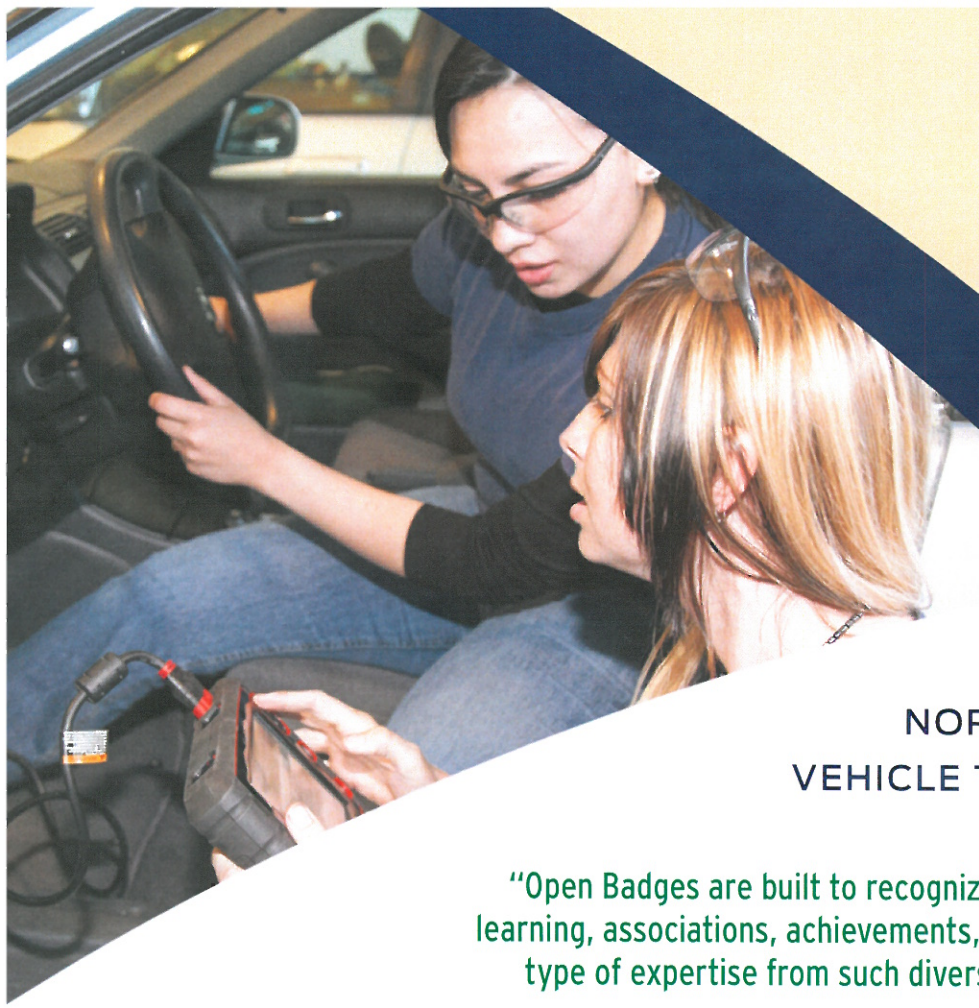
Goals/Actions	Result	Metrics	Responsibility	Status
<p>Winter 2015</p> <ol style="list-style-type: none"> 1) Research program review 2) Form a task force 3) Needs assessment – possibly other term based on item 1 <p>Spring 2015</p> <ol style="list-style-type: none"> 4) Hire consultant – conduct program review 5) Task Force: <ul style="list-style-type: none"> o FYE needs o Banner/Tech o Adv performance expectations o Review 	<ul style="list-style-type: none"> ➤ Improvement to advising system ➤ More consistent advising for developmental education students ➤ Happier advisors ➤ Happier students ➤ Better placement & retention/completion 	<ul style="list-style-type: none"> ➤ Percent decrease in time to degree, certificate, or transfer to 4-year institution ➤ Increase in graduation, transfer, and certificate rates ➤ Percent of Advisors trained in a particular practice area 	<p>Developmental Ed Team Leader</p> <ul style="list-style-type: none"> ➤ Jenni Newby <p>Point Person(s)</p> <ul style="list-style-type: none"> ➤ Seana Barry <p>Support</p> <ul style="list-style-type: none"> ➤ Task Force & larger college engagement <p>Upline</p> <ul style="list-style-type: none"> ➤ Jenni Newby & Alicia Moore <p>Specific Goals:</p> <ol style="list-style-type: none"> 1) Seana Barry 	<p>Winter 2015</p> <p>A request for members of the advising taskforce solicited to various audiences on campus. The goal is to have the task force formed by the end of winter term.</p> <p>Spring 2015</p> <p>The taskforce convened in late spring term and recently developed two part approach to reviewing the advising program at COCC.</p>

<p>6) Review program review results</p> <p>Fall 2015</p> <p>6) Review program review results</p> <p>7) Develop plan based on analysis</p> <p>Winter 2016 & Spring 2016</p> <p>8) Implement plan</p> <p>To be determined:</p> <p>9) Future</p>			<p>2) Seana Barry & Instruction & Faculty</p> <p>3) Task Force</p> <p>4) Task Force & Consultant</p> <p>5) Task Force</p> <p>6) Task Force</p> <p>7) Task Force</p> <p>8) Seana Barry & TBD</p>	<p><u>Part I:</u> Continue to meet as a work group, but focus on developing a “request for information” to bring in an outside consultant to help us review COCC’s advising practices, policies, organizational structure, staffing, etc. This process would focus more on the “nuts and bolts” of how advising is structured at COCC. The goal would be to have the RFI complete and finalists selected by the end of fall quarter 2015, with the consultants to visit campus during winter quarter 2016.</p> <p><u>Part II:</u> Based on feedback from Part I, strategic planning that will be happening in Student Services, and instructional work on program outcomes, the CAP Center director can continue working with this group to develop an advising assessment plan, complete with outcomes, objectives, and metrics, etc.</p> <p>Fall 2015</p> <p>The taskforce has been meeting and is in the process of updating the its charge. Once the updated charge is complete, the taskforce will begin implementing the goals in this plan.</p>
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12-9-15



NEVTEX



NORTHWEST ENGINEERING + VEHICLE TECHNOLOGY EXCHANGE

“Open Badges are built to recognize and acknowledge different forms of learning, associations, achievements, affiliations, skills, competencies, and type of expertise from such diverse areas including academic, informal, professional, social, personal, etc.”

—Carla Cassili, Mozilla’s Director of Badge System Design + Implementation

OVERVIEW

The worldwide market for hybrid electric vehicles/electric vehicles (HEV/EVs) is growing steadily, with the United States taking the lead with over a half-million HEV/EVs sold in 2013. The West Coast (Oregon, Washington and California) is the leader in HEV/EV ownership and development with nearly one-third (32.9%) of all HEV/EVs sales nationwide in these three states alone.

The NEVTEX project consists of three interdependent activities, all of which support HEV/EV advanced technology education locally, regionally, and potentially at a national level. The combination of these three activities sets the platform for coordinated standardization of HEV/EV education. NEVTEX is funded by a National Science Foundation Advanced Technological Education (NSF ATE) small grant, awarded in June 2015.

CURRICULUM DEVELOPMENT

Central Oregon Community College (COCC) has designed a new two-year Associate of Applied Science (AAS) degree with stackable certificates in HEV/EV technology that has been approved by the state. This project supports more opportunities for Society of Automotive Engineers (SAE) certified instructor training, equipment purchases, and release time for faculty to invest more time in development of course activities.

COCC has begun implementation of the core courses in electrical systems and battery technology that are needed to meet the criteria for the certificates in HEV/EV technology. With the complexity and novelty of these HEV/EV systems, COCC is also focusing on curriculum development that emphasizes diagnostic and critical thinking skills in students strongly tied to the STEM disciplines that underpin this technology.

REGIONAL CONSORTIUM

Advanced Vehicle Training Group Northwest (AVTGNW) is a nonprofit consortium that includes seven other community colleges in Oregon, Idaho, and Washington. The mission of AVTGNW is to prepare colleges to address the growing automotive technician readiness gap and improve in-service technician continuing education by participating through

utilization of best practices and industry leading curriculum. This will create a cohesive educational consortium that will pursue the SAE International Advanced HEV Diagnostics Certificate of Competency to offer instructor training on a regional scale to help other training institutes establish HEV/EV training in their own locale.

OPEN BADGES

Open badges are a novel and emerging concept that is still in its infancy as a tool. There is growing interest on the part of institutions and trade organizations to explore its possibilities. This project will implement a model, open badge curriculum involving industry and academic partners in the development of both desired skill sets and truly authentic assessment strategies.

