



CENTRAL OREGON
community college

CENTRAL OREGON
COMMUNITY COLLEGE **REVISED**
Board of Directors' Meeting
Wednesday, February 10, 2016 – 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. Executive Session: ORS 192.660 section 1, subsection e, Real Property Transactions			McCoy
6:25 pm	IV. Agenda Changes			
6:28 pm	V. Public Hearing and Testimony			
6:35 pm	VI. Consent Agenda***			
	A. Minutes			
	1. Regular – January 13, 2016	6.a1	X	Smith
	B. Personnel			
	1. New Hire Report (January 2016)	6.b1	X	Sorenson ^A
6:40 pm	VII. Information Items			
	A. Financial Statements	7.a		Bloyer ^A
	B. Institutional Data – COCC Enrollment			Pierce ^P
	C. Food Service Survey	7.c		Jones ^P
	D. Student Success: Placement	7.d		Newby ^A
	E. Housing Operations Report:			Moore/Jones /Paradis ^P
	F. Sabbatical	7.f		Emerson/Ellis /Newby ^A
	G. Utility Use Update	7.g		Viola^A
7:05 pm	VIII. Old Business			
	A. Solar PPA		X	McCoy ^P
7:10 pm	IX. New Business			
7:15 pm	X. Board of Directors' Operations			
	A. OCCA Board Forum/Meeting (Jan. 28) – Report			Ricks ^P
	B. Board Member Activities			
7:30 pm	XI. President's Report			
	A. Updates			
	1. Academic Master Plan	11.a1		Newby/HoodGonsalves ^P
	XII. Dates			
	A. Wednesday, March 9, 2016 – Budget & Board of Directors' Meetings			

- B. Friday, February 26, 2016 – Taste of the Town – Mazama Gym (6 to 10:00 p.m.)
- C. Saturday, February 27, 2016 – Meal of the Year – Mazama Gym (5:30 p.m.)
- D. GISS – Advanced Governance Institute for Student Success - Oregon
June 28, 29 and 30, 2016 – The Riverhouse Convention Center – Bend, OR

8:00 pm XIII. **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, January 13, 2016 – 6 p.m.
Christiansen Board Room, Boyle Education Center - Bend Campus

PRESENT: David Ford, Anthony Dorsch, Bruce Abernethy, Joe Krenowicz, John Mundy, Laura Craska Cooper, Ron Bryant, -Board Attorney, Dr. Shirley Metcalf-President, Julie Smith-Executive Assistant.

ABSENT: Vikki Ricks

INTRODUCTION OF GUESTS: Matt McCoy, Jenni Newby, Jerry Schulz, Jim Jones, Zak Boone, Chad Harris, Stacey Donohue, David Dona, Michael Fisher, Ron Paradis, Glenda Lantis, Alicia Moore, Brady Hickman, Lisa Bloyer, Joe Viola, Dan Cecchini, Carol Higginbotham, Steve Curley, Theresa Freihoefer, Karl Baldessari, Jim Bennett, Cady-Mae Koon, Tony Russell, Brittany Nichols, Stuart Katter and Larry Nelson of Kerkoch Katter & Nelson LLP, Ashley Miller, Abby Spelman-The Bulletin, and others.

REPORTS:

2015 Audit Report (Exhibit: 5.a)

Mr. David Dona-Associate Chief Financial Officer introduced Mr. Stuart Katter and Mr. Larry Nelson of Kerkoch Katter & Nelson, LLP Certified Public Accountants – the college's independent auditors.

Mr. Katter reported that their firm had completed the audit of the financial statements of the College for the year ended June 30, 2015. He reviewed requirements of performing the audit and announced that the College received a qualified opinion (clean opinion). Mr. Katter also discussed the impacts the new Governmental Accounting Standards Board Number 68 (Accounting and Financial Reporting for Pensions) has on the College's basic financial statements.

Mr. Joe Krenowicz moved that the Board of Directors of Central Oregon Community College does hereby accept the audit report for the year ended June 30, 2015 as presented. (Exhibit: 5.a). Mr. John Mundy seconded. MCU. Approved. M01/16:1

The Board thanked Lisa Bloyer-Director of Accounting, David Dona-Associate CFO and the College's Fiscal Services staff for their great work.

Update – General Fund Revenue & Expenditures (Exhibit: 5.b)

Mr. David Dona gave a PowerPoint presentation reviewing the General Fund's projected Budget vs. Actual for Fiscal Year 2015/16 and the Revenue and Expenditures forecast for fiscal years 2016-2021.

CONSENT AGENDA:

Ms. Laura Craska Cooper moved to approve the Consent Agenda (Exhibit: 6). Mr. Bruce Abernethy seconded. MCU. Approved. M01/16:2

BE IT RESOLVED that the Board of Directors approved the regular meeting Minutes of December 9, 2015 (Exhibit: 6.a1);

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

BE IT RESOLVED that the Board of Directors does hereby authorize the proposed mileage and per-diem meal rates as shown in section A of (Exhibit: 6.c);

BE IT RESOLVED that the Board of Directors approves the employment contracts for Corey Taylor and Jennifer Judd for the ABS Instructor, Basic Reading/Writing and Transition (Exhibit: 6.d);

BE IT RESOLVED that the Board of Directors reviewed and approved the Financial Certifications (Exhibits: 6.e and 6.e1).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 7.a)

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

Season of Non-Violence (Exhibit: 7.b)

Alicia Moore-Dean of Student and Enrollment Services reviewed that the annual event is inspired by the work of Mahatma Gandhi, Dr. Martin Luther King, Jr., Cesar Chavez, and Chief Wilma Mankiller. The annual Season of Non-Violence honors these leaders' visions for an empowered, nonviolent world. Colleges and universities throughout the country celebrate the Season of Nonviolence by bringing together community partners to educate and empower communities on how to use non-violent methods to create a more peaceful world.

The COCC Office of Multicultural Activities, along with many other campus and community partners are sponsoring the events of the 2016 annual COCC Season of Non-Violence during January and February 2016. All events are free and open to the public – listings are available online at <http://www.cocc.edu/mcc-events>.

Student Success (Exhibit: 7.c)

The Board of Directors were apprised of the Student Success Placement Report that describes ensuring student success through revising placement into developmental education courses.

OLD BUSINESS:

Solar Array – Update

Matt McCoy-Vice President for Administration gave an update on the Solar Array project at the Redmond Campus. He reported that the Power Purchase Agreement has been signed allowing the College to proceed by the developer/contractor. With the Agreement having a third party developer/contractor build the solar array, the College will avoid having to spend over \$800,000 for construction and be able to purchase the power back at approximately half price, saving the College \$750,000 over the next 20 years.

BOARD OF DIRECTORS' OPERATIONS:

Board Member Activities

- Mr. Dorsch Phone Calls w/President Metcalf, Matt McCoy and David Ford re: Real Estate
- Mr. Mundy Met w/Matt McCoy re: Real Estate
Served as alternate at the recent Real Estate Committee Meeting
Audit & Finance Committee Meeting
Senator Merkley Town Hall Meeting
- Ms. Craska Cooper Attended Chef Julian Darwin's - Knife Skills Class
Conversations with various community members about the College
- Mr. Krenowicz Audit & Finance Committee Meeting
Senator Merkley Town Hall Meeting in Madras
- Mr. Abernethy Real Estate Committee Meeting
Senator Merkley Town Hall Meeting
- Ms. Ricks Real Estate Committee Meeting
Conversations w/high school students re: Oregon Promise program
- Mr. Ford Signed Diplomas
Meetings w/President Metcalf re: Agenda Review and other items
Bend-La Pine School District Site and Facilities Meeting
Phone Calls w/John Mundy, Tony Dorsch, Matt McCoy and President Metcalf
Audit & Finance Committee Meeting

PRESIDENT'S REPORT

COCC Foundation

Zak Boone-Executive Director of the COCC Foundation and Brittany Nichols-Development Officer gave an update on student scholarship recipients.
Zak also reminded everyone about the Foundation's upcoming annual scholarship fundraising events – Taste of the Town (Friday, February 26) and Meal of the Year (Saturday, February 27).

Aviation

Karl Baldessari-Program Director for Aviation gave a PowerPoint presentation and an impressive review of the College's Aviation program and its over 200 students enrolled in helicopter, fixed wing and unmanned aircraft systems. Karl introduced recent program graduate Ashley Miller who shared about her success in the program and how she became interested in becoming a helicopter pilot and trainer.

Adjourn to Executive Session: 7:40 PM
Adjourn Executive Session: 8:19 PM
Re-Convene Regular Board of Directors' Meeting - Open Session

ADJOURN: 8:20 PM

APPROVED;

ATTEST TO;

Mr. David Ford, Chair

Dr. Shirley I. Metcalf, President



Central Oregon Community College
 Board of Directors
 New Hires Report, January 2016
 by Classification

Exhibit: 6.b1
 February 10, 2016

Approved: ___ Yes ___ No
 Motion: _____

Report Date Range:
 January 1, 2016
 January 31, 2016

Name	Hire Date	Job Description	Location	Department
Adjunct Faculty				
Engel, David M	1/1/2016	Adjunct Faculty	Bend	Regional Credit Instruction
Van Meter, Michael R	1/1/2016	Writing Tutor (Prineville)	Bend	Writing/Literature
Van Meter, Michael R	1/1/2016	Adj Fac Writing Lit Prineville	Bend	Writing/Literature
Van Meter, Michael R	1/1/2016	Adj Fac Writing Lit Online	Bend	Writing/Literature
Van Meter, Michael R	1/1/2016	Adj Fac Writing Lit Bend	Bend	Writing/Literature
Administrative Full-Time				
Redd, Tina	1/1/2016	PT Fac Philosophy Online	Redmond	Writing/Literature
Redd, Tina	1/1/2016	Director Redmond Campus	Redmond	Writing/Literature
Non-Faculty Instruction				
Judd, Jennifer Carroll	1/1/2016	NonFaculty Instruction Bend	Bend	Adult Basic Education
Taylor, Corey Patrick	1/1/2016	PT Faculty Writing/Lit Online	Bend	Writing/Literature
Taylor, Corey Patrick	1/1/2016	NonFaculty Instruction Bend	Bend	Writing/Literature
Temporary Hourly				
Agatep, Rya Katrina C	1/4/2016	Reference Desk Librarian	Bend	Library
Ajello, Christopher Mackenzie	1/4/2016	Writing Tutor	Bend	Tutoring and Testing
Azevedo, Sydney Joan	1/4/2016	Library Circulation Asst	Bend	Library
Burck, Neil A.	1/4/2016	Business Advisor	Bend	Regional Credit Instruction
Cox, Chrystal Karie	1/11/2016	Chemistry Tutor	Bend	Tutoring and Testing
Gonzalez, Pablo	1/4/2016	Library Circulation Asst	Bend	Library
Greene, Bryan Jason	1/4/2016	Physics, Chem, Bio Tutor	Bend	Tutoring and Testing
Halley, Tessa L	1/1/2016	mtah Grader	Bend	Mathematics
Lane, Kyle	1/6/2016	EMT Lab Assistant	Bend	Emergency Medical Services
Magallanes, Roxanna	1/4/2016	Physics Tutor	Bend	Tutoring and Testing
Olivera-Sanchez, Adilene	1/4/2016	Office Assistant	Bend	General Institutional Support

Central Oregon Community College

New Hires Report, January

Name	Hire Date	Job Description	Location	Department
Ormonde, Elizabeth Ellen	1/4/2016	A&P Tutor	Bend	Tutoring and Testing
Owens, Robert K	1/15/2016	Physiology Lab Asst	Bend	Health & Human Performance
Sherrell, Braeden Z	1/4/2016	Library Circulation Asst	Bend	Library
Tafoya, Kyle A.	1/11/2016	Physics and Math Tutor	Bend	Tutoring and Testing
Tuttle, Stephen C	1/4/2016	Art Class Model	Bend	Art
Varcoe, Daniel K	1/4/2016	Business Advisor	Bend	Regional Credit Instruction
Young, David Bradley	1/4/2016	GIS Tutor	Bend	Tutoring and Testing
Workstudy				
Baker, Aaron Michael	1/11/2016	Lab Assistant I	Bend	Financial Aid
Doyle, Victoria Renee	1/5/2016	Lab Assistant I	Bend	Financial Aid
Pettersen, Alexander	1/4/2016	Computer Lab Attendant	Redmond	Financial Aid
Smith, Sierra Nicole	1/4/2016	Office Assistant I	Bend	Financial Aid
Stack, Margaret	1/5/2016	Office Assistant I	Bend	Financial Aid

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

Cash and Investments

The Colleges' operating cash balances currently total \$34.5 million. The Local Government Investment Pool increased the earnings rate to .60% on December 7th resulting in an average yield of .59% for the month.

The bond proceeds held in cash totals \$875 thousand as of the end of December.

General Fund Revenues

Winter term registration continues in December, resulting in an increase in tuition and fee revenues of \$1.6 million over the prior month. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through December 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 December 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	\$ 33,585,659		
3624 - Robert Clark Trust			\$ 371,800
3707 - Residence Hall bond funds		\$ 477,254	
3948 - Residence Hall retention		\$ 397,631	
December Average Yield .59%			
Cash in USNB	\$ 964,875		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 34,555,134</u>	<u>\$ 874,885</u>	<u>\$ 371,800</u>

Central Oregon Community College
Monthly Budget Status
December 2015

Exhibit 7a
10-Feb-16

<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	\$ 12,856,316	\$ (1,323,684)	90.7%	93.8%
Prior Taxes	623,000	354,657	(268,343)	56.9%	45.8%
Tuition and fees	16,679,000	11,580,286	(5,098,714)	69.4%	70.0%
State Aid	9,110,000	4,662,351	(4,447,649)	51.2%	48.9%
Interest & Misc. Income	70,000	642	(69,358)	0.9%	0.8%
Transfer-In	1,874,500	1,874,500	-	100.0%	98.8%
Total Revenues	\$ 42,536,500	\$ 31,328,752	\$ (11,207,748)		
Expenses by Function					
Instruction	\$ 19,343,813	\$ 7,827,004	\$ 11,516,809	40.5%	41.9%
Academic Support	3,136,473	1,454,200	1,682,273	46.4%	44.5%
Student Services	4,835,160	1,971,302	2,863,858	40.8%	45.6%
College Support	5,264,718	2,549,777	2,714,941	48.4%	48.4%
Plant Operations and Maintenance	4,599,224	1,947,063	2,652,161	42.3%	43.1%
Information Technology	4,090,108	2,099,556	1,990,552	51.3%	46.6%
Financial Aid	52,897	25,381	27,516	48.0%	36.4%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,602,618	2,585,303	17,315	99.3%	99.7%
Total Expenses	\$ 44,725,011	\$ 20,459,586	\$ 24,265,425		
Revenues Over/(Under) Expenses	\$ (2,188,511)	\$ 10,869,166	\$ 13,057,677		

Central Oregon Community College
Monthly Budget Status
December 2015

Exhibit 7a
10-Feb-16

	<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	\$ 4,405,547	\$ (926,914)	82.6%	42.4%
Expenses	5,279,505	2,009,418	3,270,087	38.1%	24.0%
Revenues Over/(Under) Expenses	\$ 52,956	\$ 2,396,129	\$ 2,343,173		
Grants and Contracts Fund					
Revenues	\$ 1,850,369	\$ 313,374	\$ (1,536,995)	16.9%	16.5%
Expenses	1,904,487	580,279	1,324,208	30.5%	30.6%
Revenues Over/(Under) Expenses	\$ (54,118)	\$ (266,905)	\$ (212,787)		
Capital Projects Fund					
Revenues	\$ 2,037,398	\$ 2,097,389	\$ 59,991	102.9%	28.2%
Expenses	7,215,300	2,390,835	4,824,465	33.1%	24.0%
Revenues Over/(Under) Expenses	\$ (5,177,902)	\$ (293,446)	\$ 4,884,456		
Enterprise Fund					
Revenues	\$ 8,612,326	\$ 3,298,183	\$ (5,314,143)	38.3%	33.1%
Expenses	9,627,759	4,448,823	5,178,936	46.2%	39.3%
Revenues Over/(Under) Expenses	\$ (1,015,433)	\$ (1,150,640)	\$ (135,207)		
Auxiliary Fund					
Revenues	\$ 9,502,382	\$ 5,951,073	\$ (3,551,309)	62.6%	53.3%
Expenses	10,553,349	5,575,139	4,978,210	52.8%	55.3%
Revenues Over/(Under) Expenses	\$ (1,050,967)	\$ 375,934	\$ 1,426,901		
Reserve Fund					
Revenues	\$ 9,336	\$ -	\$ (9,336)	0.0%	0.0%
Expenses	510,000	441,625	68,375	86.6%	70.9%
Revenues Over/(Under) Expenses	\$ (500,664)	\$ (441,625)	\$ 59,039		
Financial Aid Fund					
Revenues	\$ 18,445,575	\$ 5,128,941	\$ (13,316,634)	27.8%	30.4%
Expenses	18,472,306	5,410,691	13,061,615	29.3%	29.0%
Revenues Over/(Under) Expenses	\$ (26,731)	\$ (281,750)	\$ (255,019)		
Internal Service Fund					
Revenues	\$ 390,767	\$ 117,697	\$ (273,070)	30.1%	29.5%
Expenses	516,989	248,185	268,804	48.0%	31.1%
Revenues Over/(Under) Expenses	\$ (126,222)	\$ (130,488)	\$ (4,266)		
Trust and Agency Fund					
Revenues	\$ 1,809	\$ 966	\$ (843)	53.4%	49.6%
Expenses	3,000	750	2,250	25.0%	28.6%
Revenues Over/(Under) Expenses	\$ (1,191)	\$ 216	\$ 1,407		



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

Subject	Sodexo (Food Service) Fall Survey
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	IS.2 – Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region; IS.6 – Further develop and enhance facilities and infrastructure to ensure institutional quality and viability and environmental sustainability; IS.9 – Maintain student affordability while ensuring efficient and cost effective operations.
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.
Prepared By	Lori Benefiel – Auxiliary Services Director

A. Background

Fall 2015, Sodexo (Food Service Provider) surveyed COCC students, staff, and faculty about their food service experiences. The feedback is used to understand customer demands and improve retail and dining services.

B. Options/Analysis

Exam opportunities for improvement, develop improvement strategies, and identify possible measurements.

C. Timing

Improvements implemented winter term 2016.

D. Budget Impact

N/A

E. Proposed Resolution

N/A

Fall 2015 Food Service Survey

Sodexo Dining Services is Central Oregon Community College's food service provider. Sodexo provides food service in the dining hall and Café located in the Coats Campus Center. In addition, Sodexo is the exclusive caterer for most campus events.

Summer 2015 was a transition period for the food service program. The servery, kitchen and dining hall were remodeled to accommodate the increase of fall 2015 housing students. In addition, Sodexo's on-site General Manager took a position with another food service provider and left COCC mid-July. Three Interim General Manager's managed the food service program until the new General Manager, Melissa Miller, started work mid-August.

Fall 2015, Sodexo surveyed COCC students, staff and faculty about their food service experiences. The feedback is used to understand customer demands and improve retail and dining services by developing new dining menus, change retail product, and enhance or create new services.

The fall 2015 survey had 73 respondents and their feedback is summarized below:

What was learned from the Fall 2015 survey:

Strengths:

- Ability to get a balanced meal everyday
- Food prepared to order
- Speed of service
- Atmosphere, ambiance and comfort

Opportunities for Improvement:

- Quality of ingredients
- Variety
- Taste of dishes

Improvements implemented winter term 2016:

- Increase ethnic bar offerings in the dining hall and Café
- Increase vegan/vegetarian offerings
- Increase pre-made healthy options in Cafe
- Increase quality by monitoring vendor product
- Follow recipes for all menu items and increase seasoning offerings

To assist in monitoring improvements, the following activities are planned:

OPPORTUNITIES FOR IMPROVEMENT (Reviewed each Term)	CHANGE/IMPROVEMENT	WAYS TO ACHIEVE	POSSIBLE MEASUREMENTS
1. Provide quality ingredients, consistently	<ul style="list-style-type: none"> Increase quality by monitoring vendor product 	1.1 Log vendor deliveries verifying product quality on 95% of deliveries	<ul style="list-style-type: none"> Number of logged deliveries
		1.2 >60% perceived quality	<ul style="list-style-type: none"> Focus groups (2x each term) Comment App (MyDttx) Sodexo Winter Survey
2. Provide menus with a variety of entrées and/or offerings.	<ul style="list-style-type: none"> Offer more vegan/vegetarian entrees. Increase ethnic offerings Offer more pre-made healthy options in Cafe 	2.1 On-campus and/or off-campus guest using campus food services will be offered a variety of menu entrée's (3 Breakfast, 5 Lunch, 4 Dinner) that spike interests.	<ul style="list-style-type: none"> Number of different meal choices at each meal period
		2.2 Provide a minimum of two ethnic options per meal offering (lunch & dinner)	<ul style="list-style-type: none"> Number of ethnic meals provided each meal period
		2.3 On a daily basis, provide on a minimum 45% healthy pre-made options in Cafe	<ul style="list-style-type: none"> Percent of healthy pre-made options available daily
3. Provide dishes that have consistent flavor.	<ul style="list-style-type: none"> Follow recipes for menu items. Increase condiment area to allow for added seasoning of choice. 	3.1 Provide 100% of menu items prepared from prescribed menu	<ul style="list-style-type: none"> Number of meals at each meal period prepared from recipe
		3.2 Provide a minimum of ten seasoning options.	<ul style="list-style-type: none"> Number of seasoning offerings at each meal
		3.3 >60% perceived quality	<ul style="list-style-type: none"> Focus groups (2x each term) Comment App (MyDttx) Sodexo Winter Survey



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

Subject	Student Success: Placement, 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	Dr. Jenni Newby, Interim Chief Academic Officer

**ENSURING STUDENT SUCCESS THROUGH THE REVISING PLACEMENT INTO DEVELOPMENTAL EDUCATION COURSES:
 Update to the COCC Board of Directors**

Background:

- 2013 – 2014: The Developmental Education Redesign Work Group was established consisting of teams of four from each of Oregon’s 17 community college campuses.
- 2014 – 2015: The Developmental Education Redesign Work Group recommended the establishment of a Placement Work Group to review their recommendations and determine next steps for redesigning Placement measurements at community colleges. The Placement Work Group, and the smaller steering committee, called The HB 2681 Work Group, met initially in Spring 2015.
- 2015 – 2016: the Placement Work Group met twice in fall 2015 to continue discussions and to begin drafting a proposal for the Higher Education Coordinating Committee.

It is widely recognized that the number of recent high school graduates who must take developmental writing, reading or math is too high, and placement into developmental courses, as well as the number of courses that may be required, is too discouraging. One area of concern is how students are initially placed into developmental reading, writing and math courses: practices vary across Oregon; however, many community colleges rely on an exam to place students. Yet, recent studies question the accuracy of the standardized placement tests, such as Accuplacer, and pilot programs at several colleges nationally show that some students are able to be successful if placed higher than the test recommends using multiple measures for placement.

Because of the complexities involved in moving from a single placement tool to multiple measures, the Developmental Education Redesign Work Group recognized that a new work group was needed to discuss Placement, distinct from other Developmental Education reforms. The Work Group recommended that a body of community college, university, and high school representatives with appropriate expertise convene in Spring 2015 to consider recommendations to the state that promote the following shared practices among institutions:

- Using multiple measures to place students, including non-cognitive measures (for example, work schedule, child care situation, motivation, self-confidence and grit); the GED, Smarter Balanced, Advanced Placement and IB exams, Engage, high school transcripts and/or grade point average.
- Using common "decision zones" for placement, with decision zones defined as a range of scores and non- cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses.
- Assessing the effectiveness of the common placement processes and/or instruments or measures on a regular basis.

COCC's Placement Work Group Team

The COCC team¹ attended two Placement Work Group meetings this fall in Salem. The December meeting focused on concerns specific to each discipline, math and reading/writing. Doug Nelson, Professor of Math at COCC, facilitated the math discussion, while Stacey Donohue, Interim Instructional Dean and Professor of English at COCC, facilitated the Reading/Writing Discussion. Our discussions focused on examining the benefits and challenges of using multiple measures and identifying the resources that each college would need to both collect such data from each entering student, and to evaluate it. We also discussed the different methods for placement that might be considered for different student populations (recent high school graduates; those out of high school more than 5 years; those with GED scores; veterans).

Math Placement Decisions from the State Placement Workgroup Meeting in December 2015

During the December Placement Workgroup meeting in December, all Oregon community college math departments agreed to the following related to math placement:

1. Every Oregon community college would incorporate multiple measures when placing students in their first college math course. A score from a standardized test is one of multiple measures. Each community college decides if, and at what point during the placement process, a standardized test will be used to place students in a math course.

¹ COCC was represented by Dr. Stacey Donohue, Interim Instructional Dean; Doug Nelson, Professor of Mathematics; Dr. Eleanor SumpterLatham, Professor of English and the COCC Developmental Literacy Coordinator; and Beth Wright, Placement Coordinator at COCC. Donohue, Nelson and SumpterLatham also participated on the Developmental Redesign Work Group. Nelson has been a representative on both the Developmental Redesign Steering Committee and the HB 2681 Work Group overseeing the work of the Placement Work Group. Donohue took CAO Jenni Newby's place on both groups for this year.

2. This is a list of measures that could be used to determine math placement. This list is not in any particular priority. Each school must make its own determination of what measures to use depending on the student, the school's resources, and the district it serves.
 - a. High School GPA
 - b. Last math class taken, when it was completed, and the grade earned in that course (high school transcript)
 - c. SAT/ACT score
 - d. Smarter Balanced Score
 - e. GED score
 - f. AP/IB test score
 - g. Military Training
 - h. Admission letter to a university indicating proof of "college ready"
 - i. High school teacher recommendation
 - j. Non-cognitive measures --- number of hours working, availability of reliable transportation, family responsibilities, student's self-confidence, soft skills
3. All two-year schools will honor math course placement from another two-year, Oregon College. Institutions may need to check course outcomes when accepting course placement for developmental math courses below, say, Mth 70 (Mth 65), Elementary Algebra since course numbering may be different for low-level developmental math courses. Each school must decide on its own statute of limitations for a course placement recommendation from another institution.

COCC Math Placement Pilot Process Development

The COCC Math Department has divided our incoming students into five categories.

1. Those having earned a GED.
2. Those with a high school diploma that is more than 5 years old and have no prior college experience.
3. Those with a high school diploma that is less than 5 years old and have no prior college experience.
4. Those with math course placement from another Oregon institution but have not taken a math course.
5. Those who have taken a math course from another institution.

Three of these five categories (#2, #4, and #5) are handled well with our current placement process. Therefore, the department is looking at ways to handle the students in category #1 and #3. We feel this is where we can incorporate some of the multiple measures identified at the statewide meeting. Working with Beth Wright, the math department plans to identify the measures to use on these two groups of students. We need to determine how to collect and analyze the data for these other measures. This work is currently ongoing and it is our plan to have some concrete ideas (solutions) by the end of the winter term.

Data per the BOD request at January 2016 meeting:

Of all students who took an Accuplacer placement test and took classes at COCC in the past two years, in what level did they place and was there a difference between students who graduated in high school the last 5 years and those who graduated high school before 2011?

Of all students who took an Accuplacer placement test and took classes at COCC in the past two years, in what level did they place and was there a difference between students who are Veterans and those who aren't Veterans?

Of all students who took an Accuplacer placement test and took classes at COCC in the past two years, in what level did they place and was there a difference between students who earned a GED and those who earned a different diploma?

Math Placement		
Students who graduated high school within last 5 years (2011-2015)		
	#	% of Total
College Level	278	15%
Dev Level	1592	85%
Total	1870	
Students who graduated high school before 2011		
	#	% of Total
College Level	51	4%
Dev Level	1361	96%
Total	1412	

Math Placement		
Veteran Math Placement		
	#	% of Total
College Level	14	5%
Dev Level	266	95%
Total	280	
Non-Veteran Math Placement		
	#	% of Total
College Level	527	13%
Dev Level	3493	87%
Total	4020	

Math Placement		
GED Math Placement		
	#	% of Total
College Level	4	1%
Dev Level	382	99%
Total	386	
Non-GED Math Placement		
	#	% of Total
College Level	537	14%
Dev Level	3371	86%
Total	3908	

Writing Placement		
Students who graduated high school within last 5 years (2011-2015)		
	#	% of Total
College Level	592	32%
Dev Level	1259	68%
Total	1851	
Students who graduated high school before 2011		
	#	% of Total
College Level	479	35%
Dev Level	891	65%
Total	1370	

Writing Placement		
Veteran Writing Placement		
	#	% of Total
College Level	106	38%
Dev Level	170	62%
Total	276	
Non-Veteran Writing Placement		
	#	% of Total
College Level	1322	33%
Dev Level	2651	67%
Total	3973	

Writing Placement		
GED Writing Placement		
	#	% of Total
College Level	109	28%
Dev Level	281	72%
Total	390	
Non-GED Placement		
	#	% of Total
College Level	1319	34%
Dev Level	2538	66%
Total	3857	

Exhibit: 7.f
February 10, 2016
Approved: ___Yes___No
Motion: ___

Central Oregon Community College
Board of Directors

INFORMATION ITEM

*Prepared by: Bruce Emerson and James Ellis, Chairs-PIRT Committee
Jenni Newby – Interim Vice President for Instruction*

A. **Issue**

Sabbatical for Amy Harper and Jon Bouknight

B. **Discussion / History**

Amy Harper – Winter/Spring Terms 2016

The Intersection of Food and Culture in Turkey: Amy has been developing and teaching courses for OSU-Cascades and COCC looking at the intersection between food and culture for the last couple of years. Amy will develop and execute an anthropological field study looking at food tourism in different contexts and its reflection of cultural identity. Beyond growing her disciplinary expertise in this field and enhancing the learning for her students, this work brings potential new insights to regional economic prospects.

Jon Bouknight – Winter Term 2017

The Orality-Print Dimension in Intercultural Communication: Jon plans to pursue his current line of research on the interaction of Oral cultures embedded within Print-Digital Cultures, research that crosses the sub-disciplines of Media and Intercultural communication. This goal will have immediate impact on students in his intercultural class as he hopes to design two intercultural simulations and games to test students' own preferences toward oral or print-digital culture. This work has the potential to make real contributions to this arena of scholarly work.



Academic Master Plan: Building on Excellence 2015-2018

Introduction

This inaugural Academic Master Plan (AMP) was initiated in 2014 by Central Oregon Community College's (COCC) then Vice President for Instruction, and developed collaboratively at an important juncture in leadership, institutional planning, and enrollment. Record-breaking enrollment growth from 2007 to 2012 ended as the central Oregon economy recovered. The college expanded instructional offerings at three campus locations in Redmond, Madras, and Prineville. Oregon State University-Cascades located in Bend announced plans to launch lower division courses in 2015 as it expands from offering junior and senior classes to a full four-year institution. Important changes continue at COCC's top-level administration. A permanent president was named in March 2015, after serving for six months as interim president and following the decade long tenure of COCC's fourth president. An interim vice president for instruction (VPI) was named winter 2015 and is the fifth VPI since 2010 (three permanent and two interim). The College increased the number of instructional deans from two to three in 2010 and has had seven individuals serving in these roles since that time. Central Oregon Community College introduced a 2013-18 Strategic Plan and is working to align operational plans and activities with this plan. It is in this context of change that AMP provides proactive vision and focus for future decisions and activity in instructional matters at Central Oregon Community College.

Process

This AMP is the first academic planning document that represents the outcome of a regular, iterative, intentional planning process. The AMP was developed collaboratively, involving faculty, instructional leadership, and staff. The team convened in February 2014 to evaluate the current educational environment, review other planning models, and discuss priorities for COCC. Participants across campus provided review of and recommendations for the AMP throughout its development. The process of actively engaging faculty and staff in the process resulted in an informative, reflective, and thoughtful roadmap that emerged as this initial AMP.

Purpose

The 2015-2018 Academic Master Plan, completed Spring, 2015, identifies instructional priorities designed to enhance teaching and learning and student success. It is a dynamic document that is both proactive and responsive to the challenges facing COCC in the near future. The AMP provides a framework for intentional decision-making, strategic planning, and prioritizing of people, resources, and operations in instruction. It builds upon COCC's existing strengths and aligns with **COCC's 2013-18 Strategic Plan** to effectively fulfill COCC's Mission and Vision.

COCC MISSION:

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

COCC VISION:

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

COCC's 2013-2018 Strategic Plan

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

Transfer & Articulation	Workforce Development	Basic Skills	Lifelong Learning	Institutional Sustainability
<ul style="list-style-type: none">•Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.	<ul style="list-style-type: none">•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 standards.	<ul style="list-style-type: none">•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.	<ul style="list-style-type: none">•Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.	<ul style="list-style-type: none">•Students will have the opportunity to be successful because the College has planned and invested appropriately to ensure sustainability of high quality programs, services and facilities that support student learning and educational achievement.

Academic Master Plan Goal

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

Academic Priorities, Summary Statements and Objectives

Priority A: Provide comprehensive, accessible instructional resources

Provide the necessary resources in pursuit of student success, ensuring that all students have equal access to such support. Make instructional technology a priority in supporting and augmenting teaching and learning.

Objectives in support of Priority A:

- A1. Prioritize and select technology that enhances instructional effectiveness.
 - Evaluate College and student readiness for online courses, certificates, and degrees.
 - Promote faculty use of and student access to the college's course management system across all curricula.
 - Expand the college's reach in student learning exploring the development of appropriate online courses, certificates, or degrees.

- A2. Prioritize and provide quality learning spaces at all campuses to enhance student experiences.
 - Provide adequate classroom space appropriate for a variety of pedagogies.
 - Provide adequate computer lab space to accommodate student and faculty needs.

- A3. Use the feedback of systematic annual needs assessment to improve academic student support services at all campuses, including library, testing and tutoring and advising.

Priority B: Attract, recruit and retain a diverse, highly qualified faculty

Support student success through hiring priorities and faculty review processes that reflect a commitment to overall instructional effectiveness and excellence at the course and program level.

Objectives in support of Priority B:

- B1. Maintain and continue to increase the ratio of full time tenure track to part time faculty to provide program stability and improve student retention and success.
- B2. Provide financial support and resources for faculty innovations and professional development to promote high quality instruction.
- B3. Support the Center for Teaching and Learning to advance excellence and innovation in instructional practices.
- B4. Use a faculty review process that ensures high quality teaching and learning.

Priority C: Review and improve programs and processes

Use systematic assessment and evidence based decision making for the ongoing improvement of college curriculum.

Objectives in support of Priority C:

- C1. Review and promote processes that provide opportunities toward student retention and degree completion.
 - Review and promote processes in Transfer and Articulation that provide opportunities toward transfer.
 - Identify and deliver CTE programs and curricula that align with current industry standards.
 - Implement recommendations of COCC's Developmental Education Redesign Team to improve the foundational support the college provides to prepare and retain students for college success.
 - Broaden lifelong learning opportunities based on assessed industry, community, and campus needs.
- C2. Develop a scalable approach to assessing student learning at the program, focus area and course levels.
 - Expand and refine data, research and assessment systems and infrastructure for an in-depth and detailed look at factors affecting student success.
- C3. Develop a program support and improvement process.

Priority D: Provide equitable, appropriate faculty, programs and processes at the Redmond, Madras and Prineville campuses

Expand access throughout the district with long-term strategies for educational services in underserved areas.

Objectives in support of Priority D:

- D1. Identify anchor academic programs for Redmond, Madras and Prineville that reflect input from community partners.
- D2. Identify an RMP campus representative to inform and engage with the President's Advisory Team about local instructional concerns and issues.
- D3. Provide adequate full time faculty at each campus.
- D4. Provide appropriate academic student support services at all campuses particularly in the areas of academic advising, financial aid, and new student orientations.

Priority E: Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC's curricula and programs

Invest in regional and statewide partnerships that create a seamless experience promoting student success from college placement to work.

Objectives in support of Priority E:

- E1. Facilitate success for transfer students by articulation agreements with local and regional higher learning partners.
- E2. Coordinate programs, curricula and resources with OSU Cascades to ensure seamless student transition from COCC to OSU-Cascades.
- E3. Strengthen instructional partnerships with K-12 partners to encourage and facilitate transition from local high schools to COCC.
- E4. Coordinate visions of local education, business, nonprofit and community partners to identify areas of instructional strength and growth for the mission of each COCC campus and prepare students for successful transition to the workforce.

Strategic Plan Values and Future Directions

Clear central values and principles emerged as this AMP evolved. The AMP endorses each of the [Values and Future Directions](#) established in the Strategic Plan, and specifies two additional values.

Student Focused in All That We Do

COCC remains student-focused in decisions made, from the classroom to the boardroom, providing opportunities and support that promote student success.

Reputation

COCC has established a positive reputation in the communities it serves. The College is acknowledged for the high caliber of instruction, wide variety of programs and classes, strong fiscal stewardship, positive community outreach and involvement, well-designed and maintained facilities, and outstanding events and activities for students, staff and the community.

Caliber of Faculty and Staff

Through preparation, proficiency, experience, education and passion relating to their field or function, COCC faculty and staff are leaders in their fields.

Diversity

COCC furthers its commitment to diversity by creating an ongoing atmosphere of mutual support and respect and fostering an awareness, acceptance and encouragement of different cultures.

Open Door Philosophy

COCC provides an atmosphere that is friendly, collegial, welcoming and supported through open communication.

Campus Traditions

COCC sponsors intentional activities to celebrate our accomplishments, build and maintain internal connections, honor our campus community and recognize our common purpose.

Work/Life Balance

COCC is committed to work/life balance by promoting flexibility, respect for importance of personal time and sensitivity to supporting coworkers in their personal and professional needs.

Internal Connections

Strong communication exists between students, faculty and staff, committees, and all governance structures. The college will maintain an inclusive environment safe to new ideas at all times.

External Connections

COCC creates external and community connections, to include partnering with higher education, K-12, and regional businesses and nonprofits throughout the district and beyond.

Comprehensive Services

COCC provides comprehensive services to our various constituencies: for students, offering programs and services to support student success; for the external community, supporting lifelong learning by providing opportunities for growth and advancement; and for the internal community, supporting employees with family wage jobs, opportunity for growth and development, and support of life/work balance.

Innovation

COCC values a creative environment and encourages development of new and progressive ideas to continually improve quality throughout all aspects of the College. By establishing a secure place for the open sharing of ideas, COCC promotes inclusion of College-wide representation in discussions, welcoming new approaches from new and varied sources to advance the College of tomorrow.

Academic Master Plan Values**Faculty Involvement in Decision-making**

The Academic Master Plan recognizes and reaffirms the value of faculty guidance and input in decision-making and resource allocation in instructional areas of the college.

Improved Communication: Communication and accountability are the foundations of shared governance and this AMP seeks to contribute to improved communication between faculty and other campus groups and departments as we work to promote student learning and success.

Implementation, Reporting and Assessment

Implementation, oversight and coordination of this plan will reside with the Vice President for Instruction. The three instructional deans and the extended learning dean of the college will play a central role in facilitating working groups, committees and teams charged with carrying out the activities and initiatives needed to accomplish the priorities reflected in this plan. In accordance with COCC's value of shared governance, the AMP recognizes and reaffirms the value of faculty guidance and input in decision making and resource allocation in instructional areas of the college.

The Academic Master Plan task force, including faculty and other stakeholders across the general college campuses, will become a standing College committee responsible for evaluating current priorities, selecting and implementing strategies and action plans, and assessing effectiveness of implementation. In the implementation of this plan, alignment will be sought with operational planning in both instructional and non-instructional entities of the college, including the College Planning Team, charged with coordinating planning efforts across all campuses.

Academic Master Planning Process																	
2014-15						2015-16											
Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Out to College for Review																	
		To Academic Affairs															
		President Approval															
						Develop and Approve formal committee structure											
						Establish and prioritize strategies and align/develop action plans											
									College Communication								
											Implementation, Documentation and Assessment						

This dynamic document will be continually updated to reflect college wide strategic planning, data, assessments, and new challenges. Timelines for implementation of initiatives will be established annually, and will be communicated to the general college campus in a timely manner. Progress reports will be shared at least annually with the President, Faculty Forum, Chairmoot, Career and Technical Education Council and the campuses at large.

Contributing Task Force Members AMP 2014-2018

Aimee Metcalf, Amy Harper, Brynn Pierce, Charles AbasaNyarko, Colette Hansen, Dana Topliff, Debbie Hagan, Diana Glenn, Elaine SimayBarton, Jennifer Newby, Jerry Schulz, Julie Hood Gonsalves, Justin Borowsky, Konnie Handschuch, Laura Boehme, Peter Casey, Stephen Newcombe, Tina Hovekamp, Vickery Viles