



CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, July 12, 2017 – 5:45 PM
Christiansen Boardroom, Bend Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
5:45 pm	I. Call to Order			Ricks
5:46 pm	II. Oath of Office (Skatvold and Unger)	2*	X	Ricks
5:50 pm	III. Election of Officers 2017-18 Chair & Vice Chair			Ricks
5:55 pm	IV. Introduction of Guests			Chair
6:00 pm	V. Agenda Changes			
6:01 pm	VI. Public Hearing and Testimony A.			
6:05 pm	VII. Consent Agenda*** A. Minutes 1. Regular Meeting (June 14, 2017) B. Personnel 1. New Hire Report (June, 2017) C. Contract Approvals 1. Pitman 2. Molan 3. Hayes 4. Merryman 5. Harris 6. Hagen, La Duca 7. Fletcher	7.a1 7.b1 7.c1 7.c2 7.c3 7.c4 7.c5 7.c6 7.c7	X X X X X X X X X	Smith Fegley ^A ✓ ✓ ✓ ✓ ✓ ✓ ✓
6:10 pm	VIII. Information Items A. Financial Statements B. Credit Student Recruitment & Marketing C. Merit Scholarships D. CPAT 2016-17 Year End Report E. Employee of the Year	8.a 8.b 8.c 8.d 8.e		Bloyer ^A Moore/Paradis ^P Moore ^A McCoy/Julian Paradis ^A
6:25 pm	IX. Old Business A.			
6:30pm	X. New Business A. Consider Cancellation of August 9, 2017 Board of Directors' Meeting B. Cascades Hall Furniture Purchase	10.a 10.b	X X	Chair McCoy ^A

- 6:40 pm XI. **Board of Directors' Operations**
- A. Board Member Activities
 - B. Committee Appointments 11.b* Chair
 - C. Fall Board Retreat – Dates Chair
(September 29-30 at the Madras Campus and Inn at Cross Keys Station)
- 6:55 pm XII. **President's Report** Metcalf
- A. Central Oregon Symphony 50th Anniversary Gesme
 - B. Foundation Update Boone
 - C. Oregon Promise 12.c Moore/Julian
 - D. Organizational Structure 12.d* Cecchini
- XIII. **Dates**
- A. Wednesday, September 13, 2017 @ 5:45 p.m. Board of Directors' Meeting
Location: RTEC (Redmond Technology Education Center Bldg.)
– Room 209 - Redmond Campus
 - B. September 25-28 – ACCT 2017 Leadership Congress – Las Vegas, NV
 - C. September 29-30 – Board RETREAT at the Madras Campus and the
Inn at Cross Keys Station/Madras
 - D. October 10 – the Feast at the Old Mill
COCC Foundation's Cascade Culinary Institute – Fundraiser
at Anthony's Homeport Restaurant in the Old Mill District
 - E. November 1-3 - OCCA Annual Conference-Salishan Resort, Gleneden Beach, OR
- 7:35 pm XIV. **Adjourn to Executive Session**
- XV. **Executive Session: ORS 192.660 (1)(d) Labor Negotiations**
- XVI. **Adjourn Executive Session**
- XVII. **Reconvene Board of Directors' Meeting – Open Session**
- XVIII. **Adjourn Board of Directors' Meeting**
- XIX. **Labor Negotiations**
- A. Classified Association Labor Agreement 19.a X Moore
 - B. Administrative & Confidential Employees
Wage Adjustment for 2017-18 19.b X Fegley
- XX. **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.

= 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, June 14, 2017- 5:45 pm
COCC Crook County Open Campus
Prineville, OR

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

CALL TO ORDER:

INTRODUCTION OF GUESTS: Jerry Brummer-Crook County Commissioner, Gail Merritt-Councilor for City of Prineville, Steve Uffelman-Councilor for City of Prineville, Suzie Kristiansen, Patti Norris, Erica Skatvold, Alan Unger, Paula Simone, Eddie Johnson, Julie Downing, Dan Cecchini, Michael Fisher, Matt McCoy, Ron Paradis, Betsy Julian, Alicia Moore, Jerry Schulz, David Dona, Lisa Bloyer, Zak Boone, Joe Viola, Danny Cecchini, Danielle Fegley, Mark Stoller, Becky Plassman and others.

ADJOURN BOARD OF DIRECTORS' PUBLIC MEETING

FORMAL OPENING OF PUBLIC HEARING AND TESTIMONY FOR 2017-18 BUDGET

Budget Hearing Input: None

RECONVENE REGULAR BOARD OF DIRECTORS' MEETING

ADOPTION OF THE COLLEGE BUDGET FOR 2017-2018
BUDGET RESOLUTION – I (Exhibit: 6.a):

Mr. David Ford moved to adopt the 2017-2018 budget, Resolution I (Exhibit: 6.a) approved by the Budget Committee on May 10, 2017. Mr. John Mundy seconded. MCU. Approved. M06/17:1

APPROPRIATION RESOLUTION OF 2017-2018
BUDGET RESOLUTION – II (Exhibit: 6.b):

Mr. John Mundy moved to adopt Appropriation Resolution II (Exhibit: 6.b). Mr. Joe Krenowicz seconded. MCU. Approved. M06/17:2

LEVY PROPERTY TAXES 2017-2018
BUDGET RESOLUTION – III (Exhibit: 6.c):

Mr. Joe Krenowicz moved to approve the Levy of Property Taxes, Resolution III – Exhibit: 6.c. Mr. Bruce Abernethy seconded. MCU. Approved. M06/17:3

President Metcalf thanked the Budget Committee members for their time and participation in 2017-2018 budget process. She also thanked the Fiscal Services staff for their good work in preparing the 2017-18 budget.

PUBLIC HEARING AND TESTIMONY:

COCC Crook County Open Campus - Update

Suzie Kristiansen, administrator of the COCC Crook County Open Campus, reported that this year marks a record 50 COCC graduates from the Crook County campus. A celebratory graduation ceremony took place at 4:30 p.m. today (June 14). She read a recent email from a Prineville COCC nursing student – “Thank you COCC Board of Directors for your support, COCC is making a huge difference in our small community.”

CONSENT AGENDA:

Mr. David Ford requested items 9.c1, 9.c2, 9.c3, and 9.d be removed from the Consent Agenda for discussion and clarification.

Ms. Laura Craska Cooper moved to approve the Consent Agenda items (Exhibits: 9.a1, 9.a2, 9.b1, 9e-9.f3). Mr. David Ford seconded the motion. MCU. Approved. M06/17:4

BE IT RESOLVED that the Board of Directors reviewed and approved the Budget and Regular Meeting Minutes of May 10, 2017 (Exhibits: 9.a1, 9.a2);

BE IT RESOLVED that the Board of Directors reviewed and approved the May 2017 New Hire Report (Exhibit: 9.b1);

BE IT RESOLVED that the Board of Directors approve the rehire of administrative and confidential staff for fiscal year 2017-18. (Exhibit: 9.e);

BE IT RESOLVED that the Board of Directors do hereby approve the inter-fund borrowing between various projects and funds of the College. (Exhibit: 9.f1);

BE IT RESOLVED that the Board of Directors do hereby approve Shirley I. Metcalf, Matthew J. McCoy and David Dona as custodians of funds and the aforementioned financial institutions as depositories of district funds (Exhibit: 9.f2);

BE IT RESOLVED that the Board of Directors do hereby designate Shirley I. Metcalf as Budget Officer and Clerk of the District and David Dona and Matthew J. McCoy the designated Deputy Clerks, and Sharla Andresen-Director of Contracts and Risk Management be delegated limited signing authority as specified in Section A for the period of July 1, 2017 through June 30, 2018 (Exhibit: 9.f3).

Discussion and clarification of Exhibits: 9.c1, 9.c2, 9.c3 and 9.d

Exhibit: 9.c1 - Discussion and Clarification

Dr. Betsy Julian, vice president for instruction reviewed the need for the position of Title III Project Coordinator.

Mr. Bruce Abernethy moved to approve the Consent Agenda item (Exhibits: 9.c1). Mr. John Mundy seconded the motion. MCU. Approved. M06/17:5

BE IT RESOLVED that the Board of Directors do hereby approve the employment contract for Brian Gutierrez as Project Coordinator for Title III. (Exhibit: 9.c1).

Discussion and Clarification of Exhibits: 9.c2, 9.c3 and 9.d:

Mr. David Ford requested the language in hiring resolutions be changed and read:

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

Mr. John Mundy moved to approve the Consent Agenda items (Exhibits: 9.c2, 9.c3 and 9.d) with the updated language proposed by Mr. Ford. Mr. David Ford seconded the motion. MCU. Approved. M06/17:6

BE IT RESOLVED that the Board of Directors approves the employment contracts of Kari McDaniel, Mike Artus, and Angie Cole for the academic year 2017-18 as identified in (Exhibit: 9.c2);

BE IT RESOLVED that the Board of Directors approves the employment contracts of Mary Eileen Sather as full time temporary instructor of English for the academic year 2017-18 as identified in (Exhibit: 9.c3);

BE IT RESOLVED that the Board of Directors do hereby approve the faculty rehire recommendations for the academic year 2017-18 (Exhibit: 9.d).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 10.a)

The Board of Directors was apprised of the April 2017 Financial Statements.

Housing Operations Report (Exhibit: 10.b)

The Board of Directors was apprised of the June 2017 monthly housing operations updates –

- Spring 2017 and Fall 2017 - Occupancy and Application Update
- Staffing and Marketing.

Annual Maintenance Repair/Projects List 2017-18 (Exhibits: 10.c & 10.c1)

The Board of Directors was apprised of the 2017-18 Maintenance projects.

Academic Calendar 2017-2020 (Exhibit: 10.d)

The Board of Directors was apprised of the COCC Academic Calendar for 2017-2020.

Maintenance Project List for 2016-17 (Exhibits: 10.e & 10.e1)

The Board of Directors was apprised of the 2016-17 Maintenance projects.

Facilities Master Plan Update (Handout: 10.d)

Mr. Matt McCoy, vice president for administration introduced Mr. Mark Stoller of OPSIS Architecture. Mark gave a PowerPoint presentation providing the highlights of the environmental scan conducted for the Master Plan Steering Committee when working on the Facilities Master Plan. Matt reviewed (Handout: 10.d) the Master Plan framework and guiding principles.

OLD BUSINESS:

College Planning and Assessment (CPAT) Team Update (Handout: 11.a)

Dr. Betsy Julian and Mr. Matt McCoy reviewed (Handout: 11.a) by giving a brief introduction of the CPAT -

- 2017-18 Focus
- Development of the 2018-23 Strategic Plan
- What's Next - Expectations.

NEW BUSINESS:

President's Evaluation (Exhibit: 12.a)

Mr. John Mundy moved to approve the evaluation of President Dr. Shirley I. Metcalf (Exhibit: 12.a). Ms. Laura Craska Cooper seconded. MCU. Approved. M06/17:7

BE IT RESOLVED, that the Board of Directors of Central Oregon Community College agrees that Dr. Shirley I. Metcalf's performance meets or exceeds expectations in all areas related to achieving the College's strategic plan, complying with the Board's expectations relating to budgeting, asset protection and staff treatment, and facilitating communications with the Board. The Board of Directors recognizes Dr. Metcalf's abilities to anticipate and respond to both the current and future needs of the College.

It is the Board of Director's pleasure to extend to Dr. Shirley Metcalf commendation for her performance as President of Central Oregon Community College.

Canvass of Votes – May 16, 2017 Election (Exhibit: 12.b)

Mr. Joe Krenowicz moved to approve the May 16, 2017 election canvass of votes. Mr. Bruce Abernethy seconded. MCU. Approved. M06/17:8

BOARD OF DIRECTORS' OPERATIONS:

Mr. Abernethy Faculty Convocation and Dinner
Meeting w/David Ford, Laura Craska Cooper and Erica Skatvold
re: new board member orientation
Keyes Trust Fund meeting
Rotary Club dinner at Elevation Restaurant
Awarded Scholarships at Mt. View High School

- Mr. Abernethy** continued - Bend Chamber event held in Wille Hall
Working w/Ron Boldenow, professor of forestry re: Natural Resources Guide
- Mr. Ford** Facilities Master Plan Meeting
President's Evaluation Committee Meeting
OSU-Cascades Campus Master Planning Meeting
Met w/Bruce Abernethy, Laura Craska Cooper and Erica Skatvold
 re: new board member orientation
Phone Call w/President Metcalf
- Ms. Craska Cooper** All College Meeting at the COCC Crook County Open Campus/Prineville
Met w/Bruce Abernethy, David Ford and Erica Skatvold
 re: new board member orientation
Awarded Scholarships at the Crook County High School graduation
President's Evaluation Committee Meeting
Taught COCC Wine Tasting Class
Faculty Convocation and Dinner
Celebration of Graduates at the COCC Crook County Open Campus/Prineville
- Mr. Mundy** Faculty Convocation and Dinner
College Affairs Committee Meeting
Chemistry poster board presentation
Awarded Scholarships at Bend High School
Facilities Master Plan Meeting
- Mr. Krenowicz** Awarded Scholarships at Culver and Madras High Schools
Met w/David Ford and Laura Craska Cooper re: President's Evaluation
Met w/Internship Program and various Chamber Meetings
- Mr. Dorsch** Met w/President Metcalf and Exec. Assistant Julie Smith
- Ms. Ricks** Facilities Master Plan Meeting
Celebration of Graduates at the COCC Crook County Open Campus/Prineville
MOU Signing Ceremony w/Eastern Oregon University (EOU)
OCCA Legislative Summit

PRESIDENT'S REPORT

MOU Partnership with Eastern Oregon University-EOU

President Metcalf introduced Mr. Danny Cecchini, director of Eastern Oregon University's regional center in Bend. Mr. Cecchini reported that on Tuesday, June 13, EOU's President Tom Insko and COCC's President Shirley Metcalf solidified the new partnership with an official Memorandum of Understanding signing ceremony in the Christiansen Boardroom on the Bend campus. The partnership will help serve students throughout the central Oregon region – students will have the option to pair their COCC applied science degree with an EOU bachelor's of applied science (business) degree, on top of their associate's degree in programs such as aviation, massage therapy, fire services and veterinary technician. EOU currently serves approximately 200 students in the tri-counties of central Oregon. COCC and EOU will work together to further student success.

Academic Program Review

Ms. Paula Simone, program director for both Structural Fire Science, and Wildland Fire Science, gave a short summary of her Academic Program Review presentation. She reported that the Structural Fire and Paramedic Programs have a high success rate in placing graduates in jobs. The program currently has 83 employed graduates in our District of those, five of the fire chiefs have graduated from our program as well as several battalion chiefs and training officers.

Board Member Appreciation

Thank You plaques were presented to board members Anthony J. Dorsch for his 20 years of service and to David E. Ford for his eight years of service. They both will be retiring from the Board as of June 30, 2017.

Vikki Ricks was presented with a plaque for serving as board chair for 2016-17.

8:10 p.m.

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

9:20 p.m.

ADJOURN Executive Session

9:20 p.m.

RECONVENE Regular Board of Directors' Meeting

LABOR NEGOTIATIONS:

Faculty Contract 2017-2019 (Exhibit: 19.a)

Mr. John Mundy moved to approve the updated collective bargaining agreement between COCC and the COCC Faculty Forum for 2017-19. (Exhibit: 19.a). Ms. Laura Craska Cooper seconded. MCU. Approved. M06/17:9

ADJOURN: 9:25 p.m.

APPROVED;

ATTEST TO;

Ms. Vikki Ricks, Board Chair

Dr. Shirley I. Metcalf, President

Exhibit: 7.b1
July 12, 2017
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College

Board of Directors

NEW HIRE REPORT FOR JUNE

Date of Hire: May 25 – June 29, 2017

Name	Date Hired	Location	Job title
Classified Full-Time			
John Lutje	06/12/17	Bend	HVAC Technician
Annalysia Mewes	06/05/17	Bend	Enrollment & Office Specialist
Temporary Hourly			
Richard Bowman	06/01/17	Bend	Math Tutor
Jacob Edgerly	06/12/17	Bend	Certified Flight Instructor
Andrew Koekkoek	06/14/17	Bend	Certified Flight Instructor
Joanne Molan	06/26/17	Bend	Youth Camp Assistant
Alexander Normington	06/12/17	Bend	Certified Flight Instructor
Spencer Snider	06/05/17	Bend	Grounds Specialist

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

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for STEPHEN PITMAN as Capital Projects Manager .
Strategic Plan Themes and Objectives:	
Institutional Sustainability	<p>IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.</p> <p>IS.6 - Further develop and enhance facilities to ensure institutional quality and viability.</p> <p>IS.9 - Expand access throughout the district with long-term strategies for educational services in underserved areas.</p>
Workforce Development	WD.4 - Cultivate current and future industry partnerships and assist industry partners in regional economic development and job creation.

A. Background

This is a limited duration Administrative position. Under the direction of the Director of Campus Services and Vice President of Administration, the Capital Projects Manager coordinates, plans, executes, and manages a portfolio of minor and major projects related to the delivery of college capital projects from concept to completion, including new construction, building renovations, energy conservation, and remodel projects.

Options/Analysis

- Approve the employment contract for STEPHEN PITMAN as Capital Projects Manager.
- Decline approval of the employment contract for STEPHEN PITMAN as Capital Projects Manager.

A. Timing

The Capital Projects Manager position is appointed for a **12-month** employment contract each fiscal year through June 2019. For the 2016-17 fiscal year, the initial employment contract period will be from June 5 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins on July 1.

B. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

C. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for STEPHEN PITMAN as Capital Projects Manager.

D. Miscellaneous

Mr. Pitman earned a B.S. in Engineering from Oregon State University and M.S. in Engineering from University of Texas. His work history prior to COCC included Facilities Operations Manager and Director of Public Works and Engineering. Mr. Pitman is a registered Professional Engineer and participates in the following professional associations: The American Public Works Association and the Society of American Military Engineers.

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

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for KRISTEN MOLAN as Program Coordinator .
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.
Transfer and Articulation Objectives	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.
Lifelong Learning Objectives	LL.3 - Increase accessibility, instructional delivery, and registration options in Continuing Education. LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities

A. Background

This is a replacement position. The Program Coordinator is responsible for planning, designing and implementing various programs for Central Oregon Community College. The responsibilities include organizing, facilitating, promoting program activities while maintaining positive public support. The position is to coordinate the overall program operations and to monitor program results for profitability as established by department goals and standards. The Program Coordinator will ensure a positive environment that develops participation, engages the community, and enhances donor productivity.

Options/Analysis

- Approve the employment contract for KRISTEN MOLAN as Program Coordinator.
- Decline approval of the employment contract for KRISTEN MOLAN as Program Coordinator.

A. Timing

The Program Coordinator position is appointed for a **10-month** employment contract each fiscal year. For the 2016-17 fiscal year, the initial employment contract period will be from June 19 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins on July 1.

B. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

C. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for KRISTEN MOLAN as Program Coordinator.

D. Miscellaneous

Ms. Molan aka Kirdy, earned a Bachelor's Degree in Tourism and Outdoor Leadership from OSU-Cascades. Kirdy has been the Youth Camp@COCC summer camp coordinator since 2015, coordinating with COCC faculty and outside partners to develop camp curriculum, communicating with students, parents, camp and Community Learning staff. She is the Central Oregon Youth Rugby Developer, maintaining partnerships with Parks & Rec and local high schools to develop and implement girls and boys rugby teams throughout Central Oregon. Her extensive volunteer experience includes such youth organizations as After School Buddies, Youth Life, Awanas and more.

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

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for TYLER HAYES as Assistant Director of Housing and Residence Life .
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.
Transfer and Articulation Objectives	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.
Lifelong Learning Objectives	LL.1 - Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

A. Background

This is a replacement position. The Assistant Director of Housing and Residence Life will be responsible to develop and provide leadership for the Housing and Residence Life program for students based on a community development and student academic success theme. The position is responsible for supervising and managing the day-to-day housing operations and leadership for Residence Life Coordinator, student residents and community assistants; developing and maintaining the overall mission and vision; and assisting the Director in all areas of a comprehensive housing program.

Options/Analysis

- Approve the employment contract for TYLER HAYES as Assistant Director of Housing and Residence Life.
- Decline approval of the employment contract for TYLER HAYES as Assistant Director of Housing and Residence Life.

A. Timing

The Assistant Director of Housing and Residence Life position is appointed for a **12-month** employment contract each fiscal year. For the 2016-17 fiscal year, the initial employment contract period will be from June 26 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins on July 1.

B. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

C. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for TYLER HAYES as Assistant Director of Housing and Residence Life.

D. Miscellaneous

Mr. Hayes graduated from San Diego Christian College with a Bachelor's in Mathematics in 2006 and received his Master's in Academic Advising from Kansas State University in 2011. He has seven years of experience working in higher education at Central Oregon Community College where he has served as an Admissions Specialist, Transcript and Degree Evaluator, and Financial Aid Advisor.

Most recently, he has been the Coordinator of Student Engagement since the fall of 2015. In that role he has served as the advisor to ASCOCC, chaired the Student Government Advisory Committee, led the student leadership training program on campus, and overseen the staffing for the Coats Campus Center reception. Additionally, Mr. Hayes is active across campus through his work on various committees, most recently the Facilities Advisory Committee.

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

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for MELISSA MERRYMAN as Residence Life Coordinator .
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. IS.8 - Support enrollment and success of underrepresented students.
Transfer and Articulation Objectives	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.
Lifelong Learning Objectives	LL.3 - Increase accessibility, instructional delivery, and registration options in Continuing Education. LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities.

A. Background

This is a replacement position. The Residence Life Coordinator is a live-in required, professional staff position within the Housing and Residence Life Office at Central Oregon Community College. The RLC is part of a collaborative team responsible for creating a welcoming, engaging, and dynamic residential living environment. The RLC will assume a vital role in the development and growth of the resident students through community living. The RLC works with the Assistant Director in providing leadership and coordination for the implementation and management of a comprehensive student-focused housing and residence life program for resident students. The RLC has direct supervision of Community Advisors (CAs) staff.

Options/Analysis

- Approve the employment contract for MELISSA MERRYMAN as Residence Life Coordinator.
- Decline approval of the employment contract for MELISSA MERRYMAN as Residence Life Coordinator.

A. Timing

The Residence Life Coordinator position is appointed for a **12-month** employment contract each fiscal year. For the 2017-18 fiscal year, the initial employment contract period will be from July 13, 2017 to June 30, 2018. As with all other exempt employees, a new contract will be prepared for the following fiscal year that begins on July 1, 2018.

B. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

C. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for MELISSA MERRYMAN as Residence Life Coordinator.

D. Miscellaneous

Ms. Merryman has a B.A. in Anthropology from Southern Oregon University, and a Masters of Education from Portland State University. She comes to us from Rogue Community College where she currently serves as the Advisor to the student government and also Project Coordinator for the Student Success Grant on the Medford campus. She has great experience mentoring students and helping them develop activities and programs.

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

Prepared by Danielle Fegley, Director of Human Resources

Subject:	Approve employment contract for KRISSA HARRIS as Program Manager .
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.
Transfer and Articulation Objectives	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.
Lifelong Learning Objectives	LL.3 - Increase accessibility, instructional delivery, and registration options in Continuing Education. LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities

A. Background

This is a replacement position. The Program Manager will work to increase individual and organizational success through the provision of education and training programs and services for businesses and the community. The Program Manager is responsible for researching, developing, marketing, and supporting the delivery of non-credit programs within the Continuing Education department. The program manager collaborates with the Director to develop long-term client relationship strategies and revenue targets, as program offerings are a profitable component of the Continuing Education Department. While working to further the mission of the College, the position provides training and enrichment classes in the communities served by Central Oregon Community College.

Options/Analysis

- Approve the employment contract for KRISSA HARRIS as Program Manager.
- Decline approval of the employment contract for KRISSA HARRIS as Program Manager.

A. Timing

The Program Manager position is appointed for a **10-month** employment contract each fiscal year through. For the 2016-17 fiscal year, the initial employment contract period will be from June 21 to June 30, 2017. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins on July 1.

B. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

C. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for KRISSA HARRIS as Program Manager.

D. Miscellaneous

Ms. Harris earned an Associate of Arts Oregon Transfer Degree at COCC, a Bachelor of Science degree in Business Administration from Oregon State University and a Masters of Business Administration from Arizona State University. Ms. Harris is currently an Academic Advisor in the CAP Center at COCC. Previously she worked as the Mazama Supervisor and Special Events Coordinator for the Intermural and Club Sports, and as a Life and Academic Coach & Tutor with College Excel.

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

Prepared by: Danielle Fegley, Director of Human Resources

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

A. Background

The **Assistant Professor I of Baking and Pastry Arts** and **Assistant Professor I of Hospitality Management** are tenure track faculty positions.

B. Options/Analysis

- Approve the contracts for Laura Hagen and Samuel La Duca

- Decline approval of the employment contract for Laura Hagen and Samuel La Duca

C. Timing

For the 2017-18 academic year

The Assistant Professor I of Baking and Pastry Arts and Assistant Professor I of Hospitality Management positions are appointed as of July 1, 2017 for a 9-month employment contract. The employment contract period will be from September 13, 2017 to June 30, 2018. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

D. Budget Impact

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

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contracts of Laura Hagen and Samuel La Duca for the 2017-18 academic year.

F. Miscellaneous

Chef Laura Hagen worked within the restaurant industry and high-volume commercial bakeries, product training, bakery sales and marketing since 1985 and in post secondary education since 2012. Chef Hagen holds a Bachelors Degree in English – Western Washington University. In addition to an iron strong pair of forearms, Chef Hagen developed a lifelong love and appreciation of baking. She had the fortune to train with a hot bed of talent including Iron Chef Cat Cora with whom Hagen collaborated while head Pastry Chef at Bistro Don Giovanni in Napa. Hagen left the kitchen to train institutional and in-store baking staff for H.C. Brill in California, the upper Midwest and Oregon. She became an account manager, developing a keen understanding of the economics of high-volume pastry production while working with buyers and managers. A move to Bend in 2009 reawakened her creative desires and she became the Executive Pastry Chef at Staccato and then 900 Wall Restaurant in downtown Bend. She has taught baking and pastry at COCC since 2012. She believes that chefs should consider dessert as something customers look forward to rather than an afterthought and most importantly, that bread is life! Instruction: Chef Hagen has a passion for both baking and cake decorating; hence, she provides instruction in primarily bread baking courses, foundation courses related to baking and cake decorating courses.

Sam La Duca worked within the restaurant industry since 1984 and in post-secondary education since 2011. La Duca holds an Associate's Degree in Hospitality Management from Valencia College and a Bachelor's and Master's Degree in Business Management from Western Governors University. A passion for hospitality runs in the La Duca family. When his family relocated from New York to Boca Raton, Florida to pursue the restaurant business, Sam was introduced at the tender age of 11 to all facets of food service. He

assisted in opening two seafood restaurants in south Florida. He obtained his Associate of Science Degree in Hospitality Management from Valencia College in Orlando, while working for the Walt Disney Company specializing in Food and Beverage. La Duca relocated to Oregon with his family in 2004, progressing with employer Red Robin from Server to General Manager. La Duca believes successful food service depends on developing strong connections with guests and exceeding their dining expectations. Instruction: Due to his background in dining room service, customer engagement, combined with his strong history in restaurant operations; Sam provides instruction in the areas of dining room service, supervision and human relations, menu composition and analysis, and Mixology. Certifications: Accredited Hospitality Educator, FDRP, Oregon Q-Care Customer Service, Certified Trainer – Allergy Safe Certification – Spot Check, First Aid / CPR Certified – American Red Cross, Certified Alcohol Server Instructor – Oregon Liquor Control Commission and Certified ServSafe Instructor and Proctor – National Restaurant Association Educational Foundation.

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

Prepared by: Danielle Fegley, Director of Human Resources

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

A. Background

The **Assistant Professor II of Veterinary Technician Education** is a replacement position.

B. Options/Analysis

- Approve the contract for Christine Fletcher
- Decline approval of the employment contract for Christine Fletcher

C. Timing

For the 2017-18 academic year

Approval: _____
Motion: _____

The Assistant Professor II of Veterinary Technician Education position is appointed for a 9-month employment contract each fiscal year. For the 2017-18 fiscal year, the initial employment contract period will be from September 13, 2017 to June 30, 2018. As with all other full-time faculty employees, a new contract will be prepared for the next academic year that begins on July 1.

D. Budget Impact

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

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the contract of Christine Fletcher for the 2017-18 academic year as Assistant Professor II of Veterinary Technician Education.

F. Miscellaneous

Dr. Fletcher earned her Doctor of Veterinary Medicine and her Bachelor's in Animal Physiology from University of California, Davis. She has over 25 years of experience as a veterinarian. Dr. Fletcher has also been teaching for the Veterinary Technology Program at Portland Community College. She is a member of both the Veterinary Information Network, and the American Veterinary Medical Association.

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

Cash and Investments

The Colleges' operating cash balances currently total \$31.2 million. The average yield for the Local Government Investment Pool remains unchanged at 1.30 percent.

The bond proceeds held in cash totals \$239 thousand as of the end of May.

General Fund Revenues

There have been no significant changes in revenue since April. The budgeted transfers-in have been posted for the year.

General Fund Expenses

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

Budget Compliance

All appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of May 31, 2017

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 30,737,281		
3624 - Robert Clark Trust			\$ 375,980
3707 - Residence Hall bond funds		\$ 239,872	
May Average Yield 1.30%			
Cash in USNB	\$ 523,982		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 31,265,863</u>	<u>\$ 239,872</u>	<u>\$ 375,980</u>

Central Oregon Community College
Monthly Budget Status
 May 2017

Exhibit 8a
 12-Jul-17

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 15,052,000	\$ 14,565,897	\$ (486,103)	96.8%	97.2%
Prior Taxes	577,000	354,322	(222,678)	61.4%	70.5%
Tuition and fees	16,603,000	17,285,381	682,381	104.1%	100.6%
State Aid	9,439,000	6,957,735	(2,481,265)	73.7%	103.3%
Program and Fee Income	137,000	112,286	(24,714)	82.0%	N/A
Interest & Misc. Income	115,000	63,142	(51,858)	54.9%	141.1%
Transfers-In	2,299,300	2,299,300	-	100.0%	100.0%
Total Revenues	\$ 44,222,300	\$ 41,638,063	\$ (2,584,237)		
Expenses by Function					
Instruction	\$ 20,944,892	\$ 17,895,207	\$ 3,049,685	85.4%	87.2%
Academic Support	3,284,082	2,754,812	529,270	83.9%	86.3%
Student Services	4,753,798	3,751,838	1,001,960	78.9%	76.0%
College Support	5,400,034	4,461,167	938,867	82.6%	83.3%
Plant Operations and Maintenance	4,419,967	3,288,817	1,131,150	74.4%	76.5%
Information Technology	4,379,374	3,346,693	1,032,681	76.4%	83.1%
Financial Aid	107,897	104,259	3,638	96.6%	127.2%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers-Out	2,659,733	2,659,122	611	100.0%	99.3%
Total Expenses	\$ 46,749,777	\$ 38,261,915	\$ 8,487,862		
Revenues Over/(Under) Expenses	\$ (2,527,477)	\$ 3,376,148	\$ 5,903,625		

Central Oregon Community College
Monthly Budget Status
 May 2017

Exhibit 8a
 12-Jul-17

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<u>Non General Funds</u>					
Debt Service Fund					
Revenues	\$ 5,408,931	\$ 5,139,130	\$ (269,801)	95.0%	91.6%
Expenses	5,418,755	5,418,152	603	100.0%	60.7%
Revenues Over/(Under) Expenses	\$ (9,824)	\$ (279,022)	\$ (269,198)		
Grants and Contracts Fund					
Revenues	\$ 1,799,444	\$ 1,444,889	\$ (354,555)	80.3%	36.2%
Expenses	1,875,816	1,496,288	379,528	79.8%	52.8%
Revenues Over/(Under) Expenses	\$ (76,372)	\$ (51,399)	\$ 24,973		
Capital Projects Fund					
Revenues	\$ 1,259,755	\$ 1,378,225	\$ 118,470	109.4%	125.0%
Expenses	5,861,000	1,551,378	4,309,622	26.5%	50.9%
Revenues Over/(Under) Expenses	\$ (4,601,245)	\$ (173,153)	\$ 4,428,092		
Enterprise Fund					
Revenues	\$ 7,400,217	\$ 6,066,413	\$ (1,333,804)	82.0%	60.9%
Expenses	7,635,132	5,386,703	2,248,429	70.6%	61.7%
Revenues Over/(Under) Expenses	\$ (234,915)	\$ 679,710	\$ 914,625		
Auxiliary Fund					
Revenues	\$ 8,158,368	\$ 6,615,783	\$ (1,542,585)	81.1%	88.6%
Expenses	10,578,270	7,568,756	3,009,514	71.6%	77.9%
Revenues Over/(Under) Expenses	\$ (2,419,902)	\$ (952,973)	\$ 1,466,929		
Reserve Fund					
Revenues	\$ 4,168	\$ -	\$ (4,168)	0.0%	0.0%
Expenses	371,500	338,859	32,641	91.2%	93.5%
Revenues Over/(Under) Expenses	\$ (367,332)	\$ (338,859)	\$ 28,473		
Financial Aid Fund					
Revenues	\$ 19,900,868	\$ 13,035,652	\$ (6,865,216)	65.5%	65.7%
Expenses	19,976,606	13,429,937	6,546,669	67.2%	67.9%
Revenues Over/(Under) Expenses	\$ (75,738)	\$ (394,285)	\$ (318,547)		
Internal Service Fund					
Revenues	\$ 290,404	\$ 210,460	\$ (79,944)	72.5%	63.7%
Expenses	360,208	270,721	89,487	75.2%	73.9%
Revenues Over/(Under) Expenses	\$ (69,804)	\$ (60,261)	\$ 9,543		
Trust and Agency Fund					
Revenues	\$ 2,665	\$ 3,608	\$ 943	135.4%	112.3%
Expenses	3,000	-	3,000	0.0%	25.0%
Revenues Over/(Under) Expenses	\$ (335)	\$ 3,608	\$ 3,943		



Central Oregon Community College Board of Directors: Information Item

Subject	Credit Student Recruitment and Outreach
Strategic Plan Theme(s) and Objectives	Institutional Sustainability: Objective IS.2, 7, 8, 9 Transfer and Articulation: Objective TA.1 Workforce Development: Objective WD.1
Prepared By	Alicia Moore, Dean of Student and Enrollment Services Ron Paradis, Executive Director of College Relations

The following serves as an overview of COCC's work to market to and recruit new credit students. Special thanks to Drew Jones, Assistant Director for Recruiting and Outreach; Aimee Metcalf, Assistant Director of College Relations; and Courtney Whetstone, Director of Admissions/Registrar for their assistance in putting together this information item.

Background

Staffing

COCC has recruited actively within and outside of its College district for many years, although the level of staffing devoted to these activities varied. After the economy stabilized, it was apparent the College would need to be more strategic in its recruitment and marketing work. , Therefore, COCC leadership directed staff to increase its recruitment activities and to establish its recruiting efforts to be on par with regional universities. To assist with this work, COCC contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Consulting (AC) for two internal reviews. The first review (2013) was an audit of existing recruiting, marketing, and communication activities for prospective students, while the second (2014) focused on developing the recruitment plan itself.

Prior to the reports, staffing included 1 FTE whose work focused primarily on in-district recruitment and on-campus events, although some time was dedicated to recruiting in key locations in elsewhere in Oregon and other states. As a result of AC's recommendations, the College created a new position, Assistant Director for Recruitment and Outreach. The goals for this position were to have staff dedicated to data-driven recruitment strategies, develop long-term and sustainable recruitment plans, and create more targeted prospective student communication plans.

Recruitment and marketing for credit students is a shared effort between Admissions and Records and College Relations. To support a more coordinated effort, leads from each of these teams meet weekly to plan strategies, track effectiveness of various efforts, and work towards future, targeted recruitment and marketing work. Additionally, the Housing Summer Conferences and Marketing Coordinator joined and became an active part of this team in 2015-16.

Planning

The College has long coordinated a Strategic Enrollment Management (SEM) committee focused on recruitment and retention activities. As a follow up to the AC reports, and to better focus SEM work, the College convened an "enrollment projections work group". This group's goal was to determine if the

College could more readily use data by which to inform 1) the general fund budget projections enrollment assumptions and 2) credit student recruitment daily operations. This group focused much of its work reviewing the credit student enrollment funnel to determine trends in application, placement, advising and registration, and enrollment data. Specific to recruiting, the Enrollment Projections Work Group made the following recommendations:

- Increase new fall term student yield rates through communication focused on converting applicants to students who completed placement and/or registration (data indicates that an average of 45% of students who apply to COCC do not attend).
- Increase communication and outreach to early applicants (research indicates that approximately 30% of credit students apply at least six months prior to fall quarter).
- Increase the yield rate of border state high school graduates (data indicates that this population is steadily growing, especially from California).
- Redefine how the College codes recent high school graduates (how the College codes direct-from-high school students challenges staff to determine a reliable in-district high school yield rate).

Best Practices in Recruitment

“The campus tour is the most influential element in a student’s application and enrollment decision.”

~ Ruffalo Noel-Levitz

Ruffalo Noel-Levitz is a long-standing industry leader supporting recruitment and retention activities. In 2015, they published a [report](#) describing online expectations of college-bound high school students in regards to recruitment materials and processes. Highlights include:

- 70% of students have looked at a college website on a mobile device.
 - Search engines have become the dominant method for finding college websites.
 - 70% expressed willingness to receive texts from institutions.
 - The campus tour is the most influential element in a student’s application and enrollment decision.
- Prospective students are much more drawn to images of a campus than to photos of current students (aerial and campus quad shots rank the highest).
 - Nearly 80 percent say that a campus website affects their perception of an institution.
 - Even in an era of digital communication, 40 percent of students said they prefer campuses that mail communications to them or contact them by phone.

In addition, the industry standards and AACRAO Consulting recommendations establish the following principles:

- Effective recruitment and communication planning should personalize outreach activities to deliver targeted messages to each contact.
- Following initial contact, follow up with prospects should include well-timed “drip” communications.
- Contact with prospective students (via college fair, campus event, tour, etc.) should be recorded and tracked in a system to measure effectiveness and return on investment.

The College has worked to incorporate many of these best practices into its prospective student recruitment and communications work; elements of this are shown throughout this report.

Current Recruitment Activities

The majority of COCC's recruitment work focuses on traditional aged students (ages 16 – 20) as it easier to outreach to this population through high school visits and college fairs. Moreover, Wickiup Hall was designed towards the more traditional-aged students and Oregon Promise is available only to recent high school graduates. Therefore, recruitment efforts in the last two years almost exclusively targeted this age group. Details of some of this work, including outreach efforts for all students, follow.

It is important to note that College recruitment and other staff also provide a variety of outreach efforts to in-district high schools, with an emphasis on "college knowledge" workshops such as financial aid, applying for scholarships, choosing a college, and more. The emphasis on this work is to assist students with the college planning process regardless of their destination.

Weekly Campus Visits

Between June 2016 and June 2017, COCC Admissions and Records (AR) coordinated the following campus tours, "Questions and Answer" sessions and "Getting Started" sessions:

- 95 Questions and Answer sessions (provides general overview of COCC programs and services)
- 36 Getting Started sessions, serving 110 students (provides detailed information regarding the enrollment process)
- 131 Bend campus tours serving 459 students
- 516 total unduplicated students (many prospective students attend more than one activity during their visit)



1,248 students participated in **34** customized Bend campus visits in 2016-17.

Customized Group Visits

In addition to coordinating weekly tours and visits, COCC saw an increase in requests for customized tours of ten or more students. This includes both local and out-of-area high schools, middle schools and elementary schools. In 2016 – 2017, COCC hosted 34 customized group visits totaling an extra 1,248 prospective students on campus. As a point of comparison, the College hosted 18 groups in 2015-16 while prior years averaged seven customized visits per year.

In-District High School Visits

In 2016-17, COCC visited our 14 in-district high schools 63 times (in 2015-16, COCC conducted 53 in-district high school visits). Information included general COCC sessions, college application workshops, college fairs, parent and family nights, meeting with individual students and other outreach events. COCC works with students in all grades at the high school level so recruitment yield often takes years to foster. COCC recognizes the importance of cultivating strong working relationships within each local high school and therefore time during each visit is built in to talk with counselors, school-to-career coordinators and high school administrators. Amidst the 63 visits, the local high schools are asking more of AR for the upcoming academic year including identifying interested students earlier in their high school career, customizing visits by more specific Admissions topics and developing more customized COCC visit opportunities in coordination with specific academic departments.

Out-Area High School Visits

In 2016-2017, COCC visited 38 out-of-area high schools in Oregon including Portland, Southern Oregon, Eugene, Salem, Corvallis and Eastern Oregon. COCC was also invited to visit three high schools in Alaska by a high school counselor from Homer High School.

COCC's partnership with several Alaska high schools illustrates the importance of cultivating long-term relationships. In 2015-16, COCC participated in three Alaska college fairs, as requested by a specific high school counselor. In 2016-17, COCC had three students from Alaska apply; to date, the College has 12 applications from Alaska recent high school graduates.

From 2011 to 2014, COCC visited fewer than five out-of-area high schools each year and visited only when invited. In 2015-2016, COCC visited 59 out-area high schools. This was the first year COCC traveled out-of-area extensively. Based on fall 2016 enrollment numbers, COCC was able to target high schools more intentionally, visiting top feeder areas throughout 2016-17.

College Fairs

Various high schools and college and university professional associations coordinated regional and city-specific college fairs. In 2014-15, COCC participated in 12 college fairs; in 2015-16, 18 college fairs; and in 2016-17, 28 college fairs, 14 of which are outside of the College district but in areas in which COCC has a reasonable student yield.

On-Campus Recruitment Events

COCC traditionally hosts two large on-campus recruitment events each year, drawing more than 400 students to campus. The events are primarily coordinated by Admissions and Records, although participation from academic departments and support services are a vital part of these event:



COCC coordinated or participated in **6** large-scale recruitment and outreach events on campus and in the community, meeting more than **1,250** students.

- **Preview Day:** Designed to allow prospective student an opportunity to explore COCC through class demos, campus tours, discussions with current students and more. Geared toward in-district high school juniors and seniors, recent years have seen an increase in non-resident participants. Approximately 250 prospective students attend Preview Day.
- **Open House:** Designed to attract both traditional and nontraditional students alike. Designed as a drop-in event, the Open House highlights the College's academic programs and support services in fair/table setting. 200 prospective students and family members attended this year and more than half took a campus tour. Very few non-traditional aged students attended although aggressive social media and radio ads targeted this population.

In addition to the above events, COCC coordinated and/or participated in the Skilled Trades and Apprenticeship Expo, Health Careers Expo, Redmond

Open House and the Women in Automotive. Due to conflicting events, the annual VIP High School Luncheon was postponed until Fall 2017.

Prospective Student and Applicant Communications

COCC collects prospective student information at the majority of its events. Once entered into COCC's student information system, students receive the following COCC communications:

- Viewbook (five days after contact card is processed)
- Academic program letter and brochures (23 days later and customized based on student interest)
- Housing postcard (51 days after entry)
- Hand-written thank you cards sent to those students attending a campus tour, Question and Answer session, or Getting Started session
- Ad hoc – Preview Day, Open House event invitations
- In-District Juniors/Seniors – bi- annual "College Knowledge" newsletter

Enrollment professionals often consider the student recruitment cycle to begin pre-initial contact through the first few days of the student's first term. In line with this, the Enrollment Projection Work Group reviewed COCC's enrollment funnel (less prospective students as the College does not have a mechanism to adequately track this population) and identified that approximately 23% of students who apply to COCC do not progress to the next stage of placement. Therefore, COCC reviewed and updated its communications to students who apply to COCC as follows:

- Congratulations Letter + Enrollment Checklist (sent on same day the student applies)
- Application fee reminder phone call (if application fee is due)
- Housing Brochure (send three days after admissions application is received)
- Next Steps Letter + What to Expect Brochure (sent even days after registration opens)
- Next Steps Email (seven days after registration opens)
- New student advising appointment reminder phone call (made by Student Ambassadors if available)

In addition to the communications to recruits and applicants above, COCC sends letters each term to high schools indicating which of their recent high school graduates are on the current Dean's List. COCC consistently hears positive feedback from and serve as an additional connection point with high school counselors.

Marketing

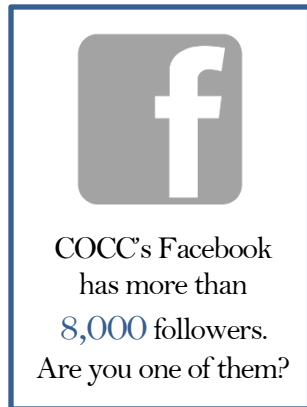
COCC's prospective student recruitment efforts works in close concert with intentional marketing campaigns. Highlights of recent marketing work are below.

Digital Advertising

The College contracts with an outside agency to conduct targeted social media marketing campaigns (referred to as "geo-targeting" or "geo-fencing"). In support of recruiting for Wickiup Hall, the College used this service to target students from ten non-resident high schools, selected based on past success recruiting graduates. This digital advertising service delivers COCC ads to phones and other electronic devices of individuals who used those devices at or near targeted high schools. Additionally, this effort targeted Fall 2017 COCC applicants, 21 and under, from outside of Central Oregon.

Approximately 135,000 ads have been delivered, with more than 480 prospective students clicking through to COCC's website. Examples of ads are available [online](#).

Facebook Advertising



COCC's Facebook page has more than 8,000 followers. This channel is used to promote events, share successes and broadcast opportunities and notifications. Advertising campaigns on Facebook typically focus on encouraging registration and raising awareness, with both traditional and non-traditional prospective students. COCC has run the following Facebook campaigns (each with a specific target audience) in 2016-17:

- Promotion for Fall, Winter, Spring and Summer terms
- Promotion for Redmond, Madras and Prineville campuses each term
- Health Careers
- Residence Hall
- Plan Your Spring Break College Visit, prospective students
- Plan Your Spring Break College Visit, parents of prospective students

In 2016-17, COCC had more than 838,000 Facebook impressions with a reach (unique views of individual campaigns) of 225,555, resulting in 4,886 click-throughs to COCC website. [Sample ads](#) are available online.

Newspaper

During the past academic year, COCC has run monthly "Student Success" ads (sample ads available [online](#)) featuring graduates, to raise community awareness. Ads run in The Bulletin, The Source, Redmond Spokesman, Madras Pioneer, Central Oregonian, Newberry Eagle and the Nugget Newspaper.

Radio

Local radio advertising is used primarily to reach non-traditional prospective students before each term and promote registration. In 2016-17, the College placed 442 30-second commercials and 570 60-second commercials with Combined Communications (The Twins -- 98.3, Classic Rock; The Bull -- 99.7, Country; and The Beat -- 107.7, Top 40) and 942 commercials with Bend Radio Group (KSJJ -- 102.9, Today's Country; KXIX -- Power 94; and KRXF -- 92.9, Local/Independent. Sample radio ads are available [online](#).

Pandora

COCC's Pandora advertising campaigns reinforce other marketing efforts (high school visits, college fairs and Facebook ads) targeting prospective students and promoting Wickiup Hall in 2016-17. This year's two Pandora campaigns were:

Residence Hall

- April 1 through May 6
- Targeted 16- to 20-year olds in Oregon (excluding Portland), eastern Washington, Boise area and four counties in northern California
- Impressions: more than 1.9 million
- Reach (unique listeners): 110,000+
- Clicks to COCC website: 4,500+
- [Pandora spot](#)

Allied Health Programs

- May 1 through June 12
- 18- to 44- year olds
- Central Oregon region
- Impressions: 450,000
- Reach (unique listeners): 24,000+
- Clicks to COCC website: 1,759
- [Health careers spot](#)

Challenges and Future Directions

Staff charged with primary responsibility for recruitment and marketing work do an excellent job within limited staffing and fiscal resources. However, challenges – as well as opportunities for future direction – exist. Highlights of these are below.

Website

No matter the ad campaign, the call to action is to have the recipient go COCC's website for more information. However, COCC is challenged to keep the website, particularly the many academic program pages, up-to-date, at a standard expected by prospective students, and with an eye towards marketing. Such a scattered look and feel is difficult to overcome no matter how strong the marketing effort. To address this, the College contracted with an outside agency to update all Health Careers web pages, as this is an area of the College currently challenged in its enrollment (see the COCC [Pharmacy Technician website](#) as an example). This work also includes promotional videos supporting key programs, noting that these videos were near completion at the time of this report and will be available online shortly.

Customized Prospective Student Communications

Recommendations from AACRAO Consulting, work conducted by the Enrollment Projection Work Group, limitations experienced during the expanded housing and Oregon Promise recruiting work, and draft recommendations from the recent first-year experience consultation, all have highlighted the need for customized, timely and on-going communication between the time students inquire and/or apply and classes begin. Current system limitations – primarily the lack of an electronic communications tool – do not allow for frequent outreach to recruits and applicants at various points in the enrollment funnel, or more than occasional customized communications campaigns (e.g., Oregon Promise). Such limitations prohibit customized and on-going communication with prospective students and applicants. For example, a junior in high school receives all communications from COCC two months after becoming a recruit; no additional follow-up communications are sent until the student applies to COCC. Additionally, an applicant receives nearly the same set of materials across the same time period whether they apply as much as a year in advance or as little as a few weeks. As a result, the College must use a “one-size fits all” communications plan, regardless of a student's academic interests, residency, age or other characteristics or interests.

The College has and continues to explore a customer-relationship management system as a means of addressing the need for custom, timely, and on-going communications. Newer versions are emerging which allow for texts, emails, and paper-based communication and may prove to be a viable option.

Increased Interest in Recruitment

As enrollment is waning post-recession, several academic programs have expressed interest in customized recruitment and marketing campaigns. However, current recruitment staff time is focused on recruiting for the entire College, thereby limiting ability to develop program-specific activities. Therefore, some programs are doing their own outreach to high schools or creating on-campus events. Additionally, some local non-profits are coordinating career and college-going workshops and recruitment work by OSU-Cascades is expanding. While all of this activity is well-intentioned, lack of a coordinated effort has started to cause confusion for high school counselors who indicate that such volume may lessen their students ability to participate. Therefore, Alicia Moore, Ron Paradis, and Betsy

Julian are exploring ways in which the College can not only meet a wide variety of needs, but coordinate activities to create a seamless student experience and collaborative campus process.

Outreach to Non-Traditional Aged Students

Much of the College's recruitment activities is targeted towards traditional-aged students, both because of Wickiup Hall and Oregon Promise and because it is far easier to reach this population (through high school visits, college fairs, and related activities). However, COCC's recent work using various social media tools is showing promise as a means of outreach to non-traditional age (24+) students.

Therefore, the College will continue to further analyze this work to determine effectiveness and future direction.



Central Oregon Community College Board of Directors: Information Item

Subject	Merit Scholarship
Strategic Plan Theme(s) and Objectives	<ul style="list-style-type: none"> • Institutional Sustainability: IS.7 • Transfer and Articulation: TA.1 • Workforce Development: WD.1
Prepared By	Alicia Moore, Dean of Student and Enrollment Services

Several questions regarding the COCC Merit Scholarship program came up during the June Board meeting; this information items serves as a follow up to those questions.

What is the COCC Merit Scholarship?

For several decades, COCC funded an honors scholarship for academically high-performing in-district high school graduates. Due to complexities with how that scholarship was administered, COCC's Financial Aid staff recommended redesigning the process to ease the application process and increase the number of applicants. This new process was put into place at the start of the 2015-16 academic year and is now referred to as the COCC Merit Scholarship.

What are the application criteria?

First time Merit Scholarship applicants must be recent graduates from an in-district high school, have a minimum of a 3.0 high school GPA, and enroll in at least six credits per quarter. Merit Scholarship recipients continuing for a second year at COCC may reapply for the scholarship if they maintain a 3.0 college GPA. The application and award process are coordinated by COCC's Financial Aid Office and is distinctly separate from and in addition to the COCC Foundation Scholarship.

How many scholarships are available?

96 scholarships are available each year. Initially, COCC awarded 48 scholarships for first-year students and 48 for second-year students. Recognizing that not all students return or are eligible for a second year, Financial Aid staff shifted to award 54 first-year 42 second-year scholarships. Staff will monitor this and adjust the balance based on data collected over time.

The number of scholarships awarded are prorated based on the number of high school graduates at each in-district high school. Each in-district high school receives at least one scholarship annually.

Does the Merit Scholarship affect other types of grants or scholarships?

The Merit Scholarship acts much like other third-party scholarships in that it can be awarded *in addition* to the Oregon Promise grant or COCC Foundation Scholarship.

How is the Merit Scholarship funded?

Merit Scholarships are funded by the COCC general fund.



College Planning and Assessment Team (CPAT) 2016-17 Year End Summary Report

Exhibit: 8.d
July 12, 2017
Pgs. 1-17

Purpose

The primary purpose of the College Planning and Assessment Team (CPAT) is to facilitate a comprehensive and cohesive approach to planning and assessment furthering the College's efforts to develop, implement and evaluate the Strategic Plan and achieve mission fulfillment. The complete 2016-17 CPAT Charter is available in *Attachment 1*.

2016-17 CPAT Goals

GOAL 1: Complete the 2013-18 Strategic Planning Cycle

What we set out to do: Promote the College fulfilling the 2013-18 strategic planning/assessment cycle by moving from planning to assessment, analyzing results and using the results to implement change.

What was accomplished:

- Working with the Office of Institutional Effectiveness (IE), CPAT stabilized the indicator development by focusing in on indicators that were meaningful and actionable. For 2016-17, CPAT focused in on eight of the 24 strategic objectives encompassing 11 indicators.
- Presented information on the transition from planning to assessment at the COCC Board Retreat on October 14, 2016.
- Solicited input from the College community on activities related to the selected strategic objectives using an online survey and a general call for input using Comlines. This information was then used as the basis for the Strategic Planning Summit.
- Invited the College community to a Strategic Planning Summit in November 2016 to identify activities and initiatives that are helping the College meet the selected objectives. It was a rich discussion and a list of activities was gathered and prioritized.
- A subcommittee of CPAT distilled the information received from the College community and finalized the initiatives that would be assessed and analyzed for 2016-18. The complete list is available in *Attachment 2*.

What still needs to happen:

- Update the metrics related to the eight identified objectives by October 2017 and determine progress made during 2016-17.
- Analyze results and determine possible actions/adjustments to improve performance in 2017-18.
- Implement actions/adjustments and update metrics again in fall 2018 to assess progress.

GOAL 2: Develop the 2018-23 Strategic Plan

What we set out to do: Evaluate what worked and did not work with the current strategic plan and design an improved format and structure for the 2018-23 Strategic Plan. This includes formulating a process for developing the new strategic plan over the 2017-18 academic year.

What was accomplished:

- CPAT evaluated the strengths and weaknesses of the current plan and determined the College needs a more focused strategic plan, able to inform operations at the College, with an identified process and structure to accompany it. CPAT also determined the College needs to modify institutional behavior for a strategic plan to be embraced and implemented.
- A subcommittee of CPAT researched strategic plans and CPAT adopted a new set of elements, outline/format and structure for the 2018-23 Strategic Plan. The complete outline is available in *Attachment 3*.
- To address institutional behavior, CPAT identified key participants and their roles in strategic planning efforts. The complete list of strategic planning roles is included in *Attachment 4*.
- A process for developing the strategic plan in 2017-18 was initiated and the calendar, as well as the two documents described above, were communicated to the College community spring 2017. The process calendar is included in *Attachment 5*.

What still needs to happen:

- CPAT needs to follow the established process and develop the 2018-23 Strategic Plan by June 2018.

GOAL 3: Follow the Established Communication Plan

What we set out to do: Follow the established communications plan and communicate CPAT activity and progress more frequently with College leadership and the overall College community.

What was accomplished:

- Convened an active CPAT Communications Subcommittee to oversee CPAT communications
- Developed a structured communications strategy leading to better understanding of CPAT's work by a broader college audience
- Created a communications calendar with increased and regularly planned updates posted to Commlines/Headlines/Bobcat Community
- Updated the Planning webpage
- Presented to colleagues via All College Meetings and visits to key committees and departments
- Updated the COCC Board bimonthly
- Updated the President monthly

What still needs to happen:

- Year-end summary communication to the various College constituencies needs to be sent, including the Year End Summary Report, preview of the coming year, and supporting documents.
- Continue to make communicating CPAT activity and progress to the College community a priority.

SUMMARY:

CPAT had a successful year continuing to work and understand the College's current strategic plan, as well as beginning to apply lessons learned and shape the new strategic plan and accompanying structure. CPAT also vastly improved communication with the College community, which has aided efforts.

2017-18 is a pivotal year for CPAT and College planning. The work of guiding the College towards completion of the 2013-18 Strategic Plan will take place while building the 2018-23 Strategic Plan. CPAT will also engage in deeper understanding of the assessment aspect of the committee's charge.

2016-17 CPAT Members

Co-Chairs:	Matt McCoy Vice President for Administration Marisa Guidi Student Patty Hammer, Math Faculty Paula Simone, Fire Science Faculty Kathy Smith, Math Faculty Denise Hatch, Admissions and Records Classified Samantha Loza, CAP Center Classified Christin Sands, Campus Services Classified Glenda Lantis, Continuing Education Administrator Ron Paradis, College Relations Administrator Brynn Pierce, Institutional Effectiveness Administrator Vickery Viles, Curriculum and Assessment Administrator	Betsy Julian Vice President for Instruction
Support:	Jennifer Peters, Office of the VP for Administration Julie Hood-Gonsalves Institutional Assessment and Accreditation Project Consultant	

CPAT Subcommittees:

GOAL 1: Complete the 2013-18 Strategic Planning Cycle

Betsy Julian (lead), Kathy Smith, Samantha Loza, Christin Sands, Glenda Lantis, Julie Hood-Gonsalves

GOAL 2: Develop the 2018-23 Strategic Plan

Brynn Pierce (lead), Paul Simone, Denise Hatch, Matt McCoy

GOAL 3: Follow the Established Communication Plan

Matt McCoy (lead), Denise Hatch, Jennifer Peters, Ron Paradis

G-6-9.4 COLLEGE PLANNING AND ASSESSMENT TEAM

Endorsed by College Affairs on 4.6.17

Charge:

The College Planning and Assessment Team (CPAT) facilitates a comprehensive and cohesive approach to planning and assessment furthering the College's efforts to develop, implement and evaluate the Strategic Plan and achieve mission fulfillment. In pursuit of this purpose, the CPAT's scope of work includes the following:

- Guide the College to ensure alignment with the Strategic Plan to achieve College mission fulfillment
- Evaluate the Strategic Plan
- Facilitate communications on College planning and assessment to internal and external audiences
- Support and document College planning and assessment activities, including maintaining an institutional planning and assessment calendar

Membership

Membership is drawn from across the institution and includes employees with the knowledge, responsibility and authority to meet the responsibilities of the Charter, with the members determined by the President and serving at the discretion of the President. The President will place an annual call for volunteers to solicit interest and appoint faculty, administrators, classified staff and a student to open positions in consultation with the Faculty Forum, Classified Association of COCC and the Associated Students of COCC accordingly. The CPAT will report to the President. The term of Committee Members will be three years and the Committee will meet once a month.

College Planning and Assessment Team (CPAT) | 2016-17 Goal #1 – Quantitative “Closing the Loop”

2013-18 Strategic Plan

Five Themes: Institutional Sustainability ● Transfer and Articulation ● Workforce Development ● Basic Skills ● Lifelong Learning

Institutional Sustainability

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.

9 objectives total – 2 objectives addressed in 2016-17

Objective IS. 7: Support enrollment and Success of underrepresented students.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Increase enrollment of underrepresented students (by race or ethnicity).	Students of Color make up 14.3% of Total Credit Headcount. Document how much of the student body is made up of Students of Color (Asian, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander). Data trend: 17.41% (2015-16)	MET
	2. Increase enrollment of underrepresented students (by race or ethnicity).	Students of Color make up 11.5% of the total students who earn a completion. Document how many of our graduates are students of color (Asian, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander). Data trend: 16.08% (2015-16)	MET

Institutional indicators are tracked at [2013-18 Strategic Plan Status](#) webpage

Operational	3. Students who qualify will utilize application fee waivers.	At least 9% of credit students attending COCC will receive application fee waivers each year.	Document use and trends of app-fee waiver each term - (Banner code APW in SPACMNT) each term. Data trend: 4.5% (2015-16) and 2.7% (2016-17) Downward Trend	NOT MET
	4. Increase enrollment of underrepresented students (by gender).	Double enrollment percent of underrepresented (by gender) students in selected CTE programs or discipline (females in AUTO, SFS, MATC and males in ECE).	Document enrollment trends by gender in CTE/STEM for our 4 targeted disciplines or programs w/in discipline (AUTO, ECE, SFS, and MATC). PIPE program will have documentation of strategies to implement researched based interventions for program improvement. Data trend: (fall 2016) AUTO: 13% females (9/68) SFS: 9% females (7/76) MATC: 5% females (3/62) ECE: 7% males (6/83)	

Objective IS. 8: Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Increase the number of students from Jefferson County who take a credit class at Madras campus.	46.8% of Credit Students from Jefferson County took at least one credit class at Madras Campus. Document the percentage of students from Jefferson County who took at least one credit class at Madras Campus. Data trend: 37.6% (2015-16)	NOT MET
	2. Increase the number of students from Crook County who take a credit class at Prineville campus.	38.3% of Credit Students from Crook County Took at Least One Credit Class at Prineville Campus. Document the percentage of students from Crook County who took at least one credit class at Prineville Campus. Data trend: 29.8% (2015-16)	NOT MET

Institutional indicators are tracked at [2013-18 Strategic Plan Status webpage](#)

Operational	<p>3. Increase the ability of students in Jefferson and Crook counties to complete their required Math and Writing classes.</p>	<p>Students will be able to complete all required math and writing classes for their degree or certificate at their “home” campus (i.e. RDM, PRV, or MAD).</p>	<p>Document number of courses in the Math 10 to 111 or 105 and WR 60, 65, 121 sequences that are offered at each branch campus each year.</p> <p>Data trend: <u>Courses offered for AY 2016-17:</u> Redmond All WR classes offered; Math 10 – 111 (STEM track) and 58 – 105 (QL track) were all offered, in addition to Math 85, 86, and 112. Madras All WR classes offered; Math 10 – 95 were all offered. We tried to run a Math 111 streaming but no students registered so it was cancelled. Prineville All WR classes offered; Math 10 – 111 were all offered.</p>	MET
	<p>4. Students in secondary school programs outside of Bend will have increased access to opportunities to earn college credit.</p>	<p>All high schools in COCC’s district will offer at least one Dual Credit option.</p>	<p>Document trends in College Now course offerings in regional high schools (outside of Bend).</p> <p>Data trend: 12 of 15 HS in COCC district (all except Pioneer Alternative School, Gilchrist HS, and North Lake HS)</p>	NOT MET

Transfer and Articulation

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

3 objectives total – 1 objective addressed in 2016-17

Objective TA. 2: Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Students who intend to transfer will earn a transfer related associates degree (AAOT, ASOT and AS) in a timely manner.	6.2% of certificate/ degree seeking student population earn a transfer related associates degree (AAOT, ASOT and AS) within three years.	Document number of students who complete a degree within 3 years of initial registration. Data trend: 5.7%	NOT MET
	2. Students who intend to transfer will transfer to a 4-year institution within one year of graduation.	22.4% of students transfer to a 4-year institution the following academic year.	Document number of students who transfer to a 4-year institution within one year of leaving COCC. Data trend: 23.6%	MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	3. All students who fulfill all requirements for a degree will be awarded the degree.	Students with all requirements fulfilled will earn degrees, increasing our completion rate.	Document trends before and after use of: ▶ Auto awarding of degrees. ▶ Reverse Transfer information given to students requesting transcripts. Data trend:	NOT MET

Workforce Development

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.

5 objectives total – 1 objective addressed in 2016-17

Objective 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.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status	
Institutional	1. Students who intend to earn a CTE degree or certificate will earn their desired credential in a timely manner.	At least 8.5% of certificate or degree seeking student population will earn a CTE related credential (AAS and Certificates) within three years.	Measure percent of CTE students who earn a degree or certificate within 3 years. Data trend: 6.1% (class of 2013-14)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Students in CTE programs will pass credentialing exams upon graduation (if applicable).	80% of students who take career-specific certifications or licenses that have pass rates published by accrediting agencies will pass credentialing exam.	Document pass rates of exams published by accrediting agencies. Data trend: Pharmacy Tech 87%(2016) Veterinary Technician 80% (2016)	MET

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.

4 objectives total – 2 objective addressed in 2016-17

Objective BS.3: Students who complete ASE level courses will have the skills to succeed in credit writing and math courses.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Students who complete ASE level courses will have the skills to succeed in credit math courses.	12.6% of students who complete Adult Secondary Education level courses will successfully complete a math course within 2 years.	Document percent of ASE Completers who succeed in a credit math course within 2 years. Data trend: 12.8% (class of 2013-14)	MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Students who complete ASE level courses will enroll in credit classes upon completion of their GED.	50% students who earn a GED will enroll in credit classes within 1 year.	Document trends before and after workforce Navigator hire. Data trend: 6 of 14 (42%)(2014)	NOT MET

Objective BS4: 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.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Students who successfully complete developmental math courses will succeed in higher-level credit math courses.	52% of students who successfully complete Math 95 will succeed in Math 105, Math 111, or Math 211 (if required for their desired certificate or degree). Document percent of students who have declared an intention to transfer who successfully complete Math 95 and progress and succeed in 100+ level math courses. Data trend: 50% (2015-16)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>			
Operational	2. Students who successfully complete developmental writing courses will succeed in higher-level credit writing courses.	50% of students who successfully complete WR 65 will progress and succeed in WR 121. Document percent of students who successfully complete WR 65 and progress and succeed in WR 121. Data trend: 48% (2015-16)	NOT MET

Lifelong Learning

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

3 objectives total – 2 objective addressed in 2016-17

Objective LL.2: Increase overall, lifelong learning participation.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Increase lifelong learning participation among students who have previously taken a lifelong learning class.	30% of students will return annually to participate in lifelong learning activities.	Document percent of Continuing Education students returning annually. Data trend: 23.74% (2015-16)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Increase lifelong learning participation among students who have never taken a lifelong learning class.	40% of continuing education enrollment will be new students.	Document percentage of total annual continuing education enrollment who are new students. Data trend: 44.13% (2015-16)	MET

Objective LL.3: Expand options for accessibility and instructional delivery in Continuing Education.**Indicators that COCC has achieved this objective:**

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Expand options for students to take Continuing Education courses outside of Bend.	Increase percent of Continuing Education course sections taught outside of Bend area to 32%.	Document the increase of continuing education course sections offered outside the Bend area. Data trend: 22.8% (2015-16)(in the future, may want to go with a number enrolled instead of a percentage.)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Expand options for students to take Continuing Education courses in an online format.	Increase percent of Continuing Education course sections taught online to 14.3%.	Document the increase of continuing education course sections offered online. Data trend: 7.7% (2015-16) – (in the future, may want to go with a number enrolled instead of a percentage.)	NOT MET



Included below is an outline of the elements that will be included in COCC's 2018-23 Strategic Plan:

Strategic Plan 2018-23

Introduction

A brief narrative on how the plan was developed

- Phase I (Fall 2017) – brief narrative
- Phase II (Winter 2018) – brief narrative
- Phase III (Spring 2018) – brief narrative

Glossary

A list of terms and definitions relevant to the document

Term	Definition
Strategic Goal	
Priority Initiative	
TBD...	

Strategic Goals

The College will set 3 to 4 strategic goals to achieve over the 5-year period. Each strategic goal will include the following elements: *example provided on page 2*

- Strategic Goal
- Strategic Goal description – brief narrative
- What will COCC look like when this goal has been achieved? – brief narrative
- Priority Initiatives (3 to 5 for each strategic goal)

ITEMS OF NOTE:

- Themes will not provide the organizational framework for the strategic plan
- Objectives will not be a term utilized in the strategic plan

EXAMPLE - Strategic Goal (SG):

SG 1. Cultivate World Peace

In order for COCC to work effectively, the world needs to be a peaceful place. From this determined need, COCC is making this a strategic goal.

What will COCC look like when this goal has been achieved?

The world will be a kind place, everyone will flourish and there will be actual pots of gold at the end of every rainbow. COCC will achieve worldwide acclaim for making it all happen.

Priority Initiatives:

- SG 1.1. Ensure freedom of speech and religion for all
- SG 1.2. Make available food, water, shelter and ice cream on Saturdays
- SG 1.3. Everyone recycles and takes care of the earth
- SG 1.4. Assess location and frequency of all rainbows and align with pots of gold

Implementation Tools/Processes External to the Strategic Plan Document

- Develop an ANNUAL PLAN for each year of the strategic plan to include the prioritized activities for the given year with assigned responsible parties. Every year, evaluate achievement of annual plan, generate a report summarizing work accomplished and adjust the subsequent annual plan accordingly
- Develop TEMPLATES to aid incorporating the overall strategic plan and annual plans into operational planning and annual budget requests
- Determine INDICATORS to assess progress towards strategic plan achievement. Evaluation and assessment will be taking place on the operational and institutional level. A clear message and visual needs to be developed to support understanding of overall measurement
- Develop a PLANNING MANUAL that outlines the reporting expectations and logistics associated with planning both strategic and operational and alignment between the two
- Develop a MAP TO THEMES to assist in aligning plan to mission fulfillment

Central Oregon Community College | Strategic Planning Roles

To **develop, endorse** and **operationalize** a strategic plan (SP), it is important that COCC identify responsible parties and define their roles in the strategic planning process.

Responsible Party	Developing/Endorsing	Implementing and Evaluating
Board	<p>Participate in developing SP through feedback</p> <p style="text-align: center;">Endorse the final plan</p>	<p style="text-align: center;">Monitor through Board updates</p> <p>Evaluate SP and provide feedback on information presented</p>
<p style="text-align: center;">Primary Champions: Shirley Metcalf Betsy Julian Matt McCoy</p>	<p>Promote development of 2018-23 SP and establish it as a College priority for 2017-18</p> <p>Lead CPAT by supporting SP development process</p> <p style="text-align: center;">Review and approve the final SP</p>	<p>Utilize SP to focus College activities by identifying priorities</p> <p>Lead college-wide support by making resources (time/space/funding) available to accomplish SP Goals</p> <p style="text-align: center;">Oversee a sustainable planning model</p>
College Planning and Assessment Team (CPAT)	<p style="text-align: center;">Develop the 2018-23 SP</p> <p>Coordinate with parties responsible in SP process</p> <p style="text-align: center;">Review and affirm the 2018-23 SP</p>	<p>Lead and support implementation and evaluation of the 2018-23 SP</p> <p style="text-align: center;">Monitor and update the 2018-23 SP as needed</p>
<p style="text-align: center;">COCC Management (Including: Deans, Directors, Department Chairs, Supervisors)</p>	<p>Work with those in their areas of responsibility to:</p> <p>provide input on 2018-23 SP, including strategic goals and priority initiatives</p> <p>Identify activities critical to achieving priority initiatives and inform annual planning</p>	<p>Implement the 2018-23 SP by integrating it with operational planning in their areas of responsibility</p> <p>Monitor SP progress by annually evaluating prioritized activities in their areas of responsibility</p>
Employees	Participate in SP process	Implement and evaluate activities identified in operational plans
Students	Participate in SP process	Monitor and provide feedback on SP
Office of Institutional Effectiveness (IE)	<p>Support CPAT with data, analysis and organizational resources needed to develop the 2018-23 SP</p> <p>Promote best practices related to planning, evaluation and assessment in the development of the 2018-23 SP</p>	<p>Support CPAT and the College with data, analysis and organizational resources needed to implement and evaluate the 2018-23 SP</p> <p>Promote best practices related to planning, evaluation and assessment in the implementation of the 2018-23 SP</p>

CENTRAL OREGON COMMUNITY COLLEGE																	
Strategic Plan Development Process																	
March 2017 through June 2018																	
	2016-17				2017-18												
PHASE	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	
Plan to Plan	Plan to Plan																
Phase 1					Phase 1: Analyze Environment												
Phase 2							Phase 2: Develop Strategic Plan										
Phase 3											Phase 3: Develop Implementation and Evaluation Plan						
Phase 4																Phase 4: Finalize Plan	

CENTRAL OREGON COMMUNITY COLLEGE BOARD OF DIRECTORS

INFORMATION ITEM: EMPLOYEES OF THE YEAR

Prepared by Ron Paradis; information from Rebecca Walker-Sands, Julie Downing, Alicia Moore and Betsy Julian.

Each year, COCC honors members of the faculty and staff for their exemplary work. The College recognizes both a Full Time and a Part Time Faculty Achievement Award winner, and a Classified Staff and Administrator of the Year.

The recipient for this year's Part Time Faculty Achievement Award is **David Engle** who teaches Spanish, in the World Languages and Culture department. David has worked tirelessly and selflessly for students. This includes participating in community events, continuing education courses as well as teaching credit transfer courses.

Most recently, he has assisted with the planning, curriculum development, implementation and teaching for COSSI, the Central Oregon Summer Spanish Immersion program held at COCC this summer. He also has taken Continuing Education students on tours through Spanish speaking countries. His greatest contributions is the consistently stellar instruction he provides to students in the Spanish classes. He has picked up classes whenever needed, covers time in the schedule that others eschew and is routinely lauded as an exemplary and popular instructor.

All of this he does with enthusiasm and humor. He has a cheerful resolve and unceasing optimism.

The Classified Staff member of the Year is **Lydia Hernandez**. Lydia has worked at COCC for 26 years – nine years in Maintenance and Campus Services and 17 years as the Administrative Assistant for the Health and Human Services academic department.

Among the comments from faculty members who nominated Lydia:

- "This department wouldn't exist without Lydia. I am amazed with the vigor with which she attacks each day."
- "Lydia is a superhero! She maintain a great smile while being pulled in every direction by all of us in the department."
- "Lydia is a problem fixer and is so ahead of the game that I can only imagine how many problems never happen because she gets so much done behind the scenes."

Before coming to COCC, Lydia worked in California as a receptionist at the Fruit Growers Supply Company; she then headed off to Georgia where she worked as a secretary at Columbus College for three years; she worked for a year in a mental health clinic; and then landed at IBM back in Los Angeles. She worked at IBM for 15 years where she was promoted to Senior Secretary Specialist and Personnel Administrator.

Dr. Julia Downing, now an instructional dean, worked with Lydia for 19 years. In her last evaluation of Lydia, Julie said “I feel incredibly fortunate to have her as the Administrative Assistant for all nine years that I was HHP Department Chair. She made the trying times seem less difficult, made the good times more special, and when any of us felt run down and were temporarily just going through the motions, she would flash you that smile and say something to make you laugh and you knew it would all be ok.”

Chris Mills, Banner Student Module Manager/Analyst, was recognized as the Administrator of the Year. In this role, Chris works across the College including Student Services, credit Instruction, Community Learning, Information Technology Services, Campus Services and so many others to support all aspects of the College’s student information system. She is a COCC graduate, having completed her associate of applied science degree in Computer and Information Systems in 2002. Chris started at the College in 2004 as part of the Admissions and Records Office.

Seven of her colleagues nominated Chris for this award. Statements from her nominations are so telling as to the contributions she makes across the College:

- “She is tirelessly focused on students and making their experience as positive as it can be.”
- “She is the backbone of so many departments and comes to everyone’s rescue whenever needed. I’ve never had the opportunity to work with someone as amazing as Chris.”
- “She takes on so many challenging issues that no one else dares to touch, mediates discussions with a positive attitude and persistent focus on students, and serves as a shining example in regards to collaboration and collegiality.”
- “When working in Boyle Education Center, Chris’ car is the one I would look for in the parking lot at the beginning of my day as I know that as long as she was there, everything was going to be OK.”

This year’s Full Time Faculty Achievement Award recipient is **Andria Woodell**, professor of psychology. Andria joined COCC as a tenure-track professor in 2004; she received her promotion to the rank of full professor this year. When first hired, she managed a busy teaching schedule while simultaneously completing her doctorate in experimental psychology from the University of Arkansas.

She teaches with a spirited style. “I love the energy brought to class,” one student commented. “The ninja moves are awesome.” And she infuses the classroom with positivity—her classes are a place that combine a welcoming, comfortable environment with animated discussion.

“She’s amazing,” shared a faculty nominator, “someone my students talk about in exemplary and uber-positive terms.” She has been described as the ‘epitome’ of an instructor who displays genuine interest in her students. One of her many positive student evaluations referred to her as “the most engaging teacher I’ve had at COCC.”

She also engages students beyond the classroom setting, striving to create learning opportunities wherever she can. She organizes the Social Science Lecture Series, bringing guest speakers in the field of psychology to campus while serving as an advisor for COCC’s COPE (Central Oregon Psychology Enthusiasts) club. In addition, she created and oversees the college’s psychology teaching externship.

Andria developed a program called “Skype for Scholars,” connecting her students with influential psychology researchers from afar. She serves as a mentor for the COCC chapter of the Heroic Imagination Project—a nonprofit that encourages college students to harness “the power of one,” promoting the idea of positive change, of standing up and speaking out.

Exhibit: 10.a
July 12, 2017
Approved: ___Yes ___No
Motion: ____

Central Oregon Community College
BOARD OF DIRECTORS

RESOLUTION

Prepared by: Julie Smith-Executive Assistant,
President & Board of Directors

A. Action Under Consideration

Cancel August 9, 2017 Regular Board of Directors' Meeting

B. Discussion/History

Policy GP 9 states that regular Board meetings will be held on the campus of Central Oregon Community College on the second Wednesday of each month. Policy GP 9 allows the Board to have a majority vote of the members to suspend its rules and take statutorily authorized action overriding previously adopted policy.

Historically, unless there is pressing college business, the Board of Directors elect to cancel the August Board Meeting.

C. Options/Analysis

Cancel August 9, 2017 Regular Board of Directors' meeting.

Convene August 9, 2017 Regular Board of Directors' meeting.

D. Timing

This decision needs to be made prior to the scheduled August 9, 2017 Board of Directors' meeting.

E. Recommendation

The Board of Directors by resolution, suspend the rules in accordance with Policy GP 9 to cancel the scheduled August 9, 2017 Board of Directors' meeting.

F. Budget Impact None

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

Prepared by: Steve Pitman – Capital Projects Manager, Campus Services

Subject	Approve Furniture Purchase for Cascades Hall
Strategic Plan Themes 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, viability and environmental sustainability.

A. Background

The Board has previously approved remodeling and outfitting of Cascades Hall to support instruction, student services and higher education partners. College funding in the amount of \${getting number from CFO} is set aside for this work.

After remodeling, the building will have 12 classrooms, 3 labs, 3 testing rooms, 2 student lounges, 26 offices and other support spaces. The College obtained surplus furniture for two classrooms when OSU-Cascades moved out, and the rest of the building is unfurnished.

We are ready to purchase furniture using US Communities contracts, which provide significant discounts to public institutions and allow selection of specific items, ensuring quality and value. The cost, based on a detailed, room-by-room estimate, is \$386,501. This does not include special laboratory equipment for the Forestry and Emergency Medical Services Departments, which the faculty are still researching.

B. Options/Analysis

1. Approve the purchase of furniture for Cascades Hall.
2. Disapprove the purchase of furniture for Cascades Hall.

C. Timing

If approved and ordered by mid-July, furniture can be delivered before Fall term.

D. Budget Impact

Funds for the purchase of furniture was previously budgeted in a designated Cascades Hall remodel account and will not have an impact on the General Fund.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors do hereby approve the purchase of furniture for Cascades Hall in an amount not to exceed \$386,501.



Central Oregon Community College Board of Directors: Information Item

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

BACKGROUND

The Oregon Legislature created the “Oregon Promise” (OP) as a means of providing tuition support for recent high school graduates or GED recipients attending Oregon’s community colleges. As part of this program, the Legislature required that OP students who wished to receive a grant their second year participate in an institutionally-approved student success initiative. Through these funds, COCC piloted a first-year experience program by requiring OP students to attend Bobcat New Student Orientation, participate in first-term advising, and successfully complete a College Success course. Additionally, through a separate one-time state grant focused on advising, all OP students received active student success coaching/outreach through CAP Center advisors.

This report provides an update on Oregon Promise student success data, noting that information on demographics, participation rates and related information is available in the June 2016, November 2016 and March 2017 Board packets.

OREGON PROMISE: BY THE NUMBERS

- Nearly 600 COCC students received Oregon Promise dollars in 2017-18, representing approximately 8.5% of all OP students statewide
- Nearly \$1 million in tuition assistance was provided in fall, winter and spring quarters
- 81% of all Oregon Promise students attended full-time
- 72% of Oregon Promise students had some level of financial need as defined by their FAFSA
- Just under 50% of Wickiup Hall students received OP support

COCC STUDENT SUCCESS METRICS

COCC, as well as the State, will continue to assess progress of Oregon Promise students in terms of academic performance, retention, and completion, especially in regards to long-term metrics such as year-to-year retention and completion. Early COCC student success metrics follow and show promising practices, although causality cannot be determined until a more robust quantitative analysis is available.

Annual Average	Students Who Received OP Grant	OP Students Who Participated in Bobcat Orientation	OP Students Who Took Student Success Course	OP Students Who Completed All Requirements	Comparator Population¹
First-Term Retention	88.5%	88.5%	94%	93.8%	78.3%
Academic Warning	16.9%	16.2%	11.4%	11.4%	25.5%
Overall Course Completion	81.9%	82.8%	86.9%	87.1%	75%
Student Success Course Completion	83.2%	84%	98.4%	99.1%	74.6%

1 17 – 19 year olds, certificate and degree-seeking, enrolled in six or more credits; excludes concurrent students. Note that when this information is updated in fall 2017 to compare year-to-year retention rates, College staff will attempt to limit the comparator population to high school graduates within the existing comparator population.



Central Oregon Community College Board of Directors: Board Resolution

Subject	Approval of the 2017-2020 COCC/Classified Association of Central Oregon Community College Labor Agreement
Strategic Plan Theme(s) and Objectives	<ul style="list-style-type: none">• Institutional Sustainability: IS.7• Transfer and Articulation: TA.1• Workforce Development: WD.1
Prepared By	Bruce Bischof, COCC Labor Relations Attorney Laura Boehme, Director of IT Infrastructure Alicia Moore, Dean of Student and Enrollment Services

A. Action Under Consideration

Approval of the 2017 - 2020 COCC/Classified Association of Central Oregon Community College Labor Agreement.

B. Background

Recognizing that the current COCC/Classified Association Labor Agreement expires on June 30, 2017, representatives of the College, Classified Association of Central Oregon Community College and respective attorneys began meeting in winter 2017 to negotiate terms of a successor agreement.

Administrative negotiating team members are listed above. Classified negotiating team members are Steve Huddleston, Mail Services; Kevin Keaney, CACOCC attorney; Laurel Kent, Information Technology; Cady-Mae Koon, Information Technology; and Tina Leslie, Tutoring and Testing Center.

The teams reached a tentative agreement on June 21, 2017, pending completion of Appendix A, the wage schedule. The Classified Association submitted the proposed contract to its members for a vote and anticipates having the vote finalized prior to the July Board of Directors' meeting. The results of the vote will be provided at the Board meeting.

C. Tentative Agreements

A summary of tentative agreements are as follows, noting that housekeeping items are excluded (e.g., change of dates, updates to table of contents, typos, etc.). The 2014 - 2017 contract is available on the COCC website (click on "Employee Login → Benefits and Forms, Contracts & Manuals → Classified Employees, Classified Bargaining Agreement 2014 – 2017). A "track changes" version of the proposed 2017 - 2020 contract is available upon request to Alicia Moore.

Preamble: Clarified which positions are in the bargaining unit.

Definition of Terms

- Added definitions for bumping employee, full-time employee, incumbent employee, part-time employee, and seniority to align with work done via a prior negotiations task force on Article 24, Reduction in Force.
- Added definition for temporary employee to support changes in preamble.
- Moved definition of overtime from body of contract to definitions section.

Nondiscrimination Statement: Updated to align with COCC's nondiscrimination statement.

Article 9, Probationary Period

- 9.1: Added language to clarify that leave without pay does not apply to probationary period.
- 9.4: Added language to indicate that an employee moving to a higher classification position within the bargaining unit will receive a 3% wage increase upon successful completion of a probationary period.

Article 11, Direct Compensation

- 11.1.a: Added language from a prior negotiations task force focused on an annual review of the salary schedule.
- 11.1.b: Annual adjustment to the wage schedule by the All-Cities CPI-U.
- 11.1.c: Annual increase of 3% to wages for each year of the contract.
- 11.1.d: One-time 1.25% payment (based on the employees 2017-18 annual wage) to all full-time Classified employees on payroll at the time of web-time entry implementation.

Article 12, Insurance: Agreement to follow the same provisions as the 2017-18 and 2018-19 Faculty Forum contract. CACOCC also agreed to adopt the same insurance language for the 2019-2020 Faculty Forum contract when negotiated.

Article 14.3.d: Clarified that a holiday is classified as eight working hours for payroll purposes.

Article 15.1, Vacation Accrual: Updated language from "years" to "months" for clarity; added one hour of vacation leave each month for employees who work 169 months (start of 15th year).

Article 16.1, Sick Leave Accrual: Clarified that sick leave accrual accumulates at the rate of eight hours per month.

Article 16.5.b, Sick Leave Accrual: Expanded sick leave taken for family purposes to 14 days.

Article 17, Bereavement Leave:

- Some language clarification changes.
- Eliminated the ability to take two additional days as needed for travel. Kept language to allow for additional leave to be granted based on individual circumstances and with the approval of the Director of Human Resources and the employee's supervisor.

Article 18.4, Other Leaves of Absences with Pay: Clarified that military reserve leave complies with applicable federal and State law (added "federal").

Article 23, Vacancies: Removed language requiring that Human Resources posts all COCC job announcements in paper copy outside of its office.

Article 24, Reduction in Force: Updated language to align with that recommended by the previous negotiations' "Reduction in Force" task force. No substantive changes; language provides process clarification only.

Article 31, Duration: Three-year contract for economic items; five-year contract for language.

Appendix A, Wage Schedule: Updated to align with approved recommendations from wage and title study.

D. Budget Impact

The assumptions supporting the 2017-18 budget included a 2.5% salary increase for all employee groups. The proposed 3.0% increase to classified salaries affects the budget by an approximate \$55,000 and one-time 1.25% payment by approximately \$45,000 - \$55,000. The College has sufficient non-general and reserve funds to cover this increase.

E. Options/Analysis

1. Approve the Classified Association successor labor agreement as negotiated.
2. Decline approval of the Classified Association successor labor agreement as negotiated.

F. Timing

The term of the current agreement is July 1, 2017 through June 30, 2020. In order to avoid retroactive payments, the College seeks Board approval of the negotiated contract at the July 2017 Board meeting.

F. Recommendation

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the 2017-2020 collective bargaining agreement between COCC and the Classified Association of COCC as negotiated.

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

Prepared by: Danielle Fegley, Director of Human Resources

Subject	Approval of the Administrative and Confidential Employees Wage Adjustment for 2017-2018
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability.

A. Background

In conjunction with the annual budget process, the President may make recommendations for the annual wage adjustments. The recommended wage adjustment for benefit eligible administrative and confidential employees effective July 1, 2017 is a 3.0% increase to base wages.

B. Options/Analysis

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

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

C. Timing

The increase to the wages for the eligible employees shall be effective July 1, 2017.

D. Budget Impact

Sufficient funds are available and contained in the appropriated 2017-2018 budget.

E. Proposed Resolution

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