



CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, July 13, 2016 – 6:00PM

Elevation Restaurant, Cascade Culinary Institute

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Ford
6:01 pm	II. Election of Officers			Ford
	III. Introduction of Guests			Chair
6:05 pm	IV. Agenda Changes			
6:06 pm	V. Public Hearing and Testimony			
	A. OCCA and Legislative Update			John Wykoff <input type="checkbox"/>
6:30 pm	VI. Consent Agenda****			
	A. Minutes			
	1. Regular Meeting (June 8, 2016)	6.a1	X	Smith
	B. Personnel			
	1. New Hire Report (June, 2016)	6.b1	X	Ross ^A
	C. Contract Approval (Goodwin, Nunes, Holley, Wheary, Miller)	6.c	X	Ross ^A
6:35 pm	VII. Information Items			
	A. Financial Statements	7.a		Bloyer ^A
	B. Housing Operations - Report	7.b		Moore ^A
	C. Student Success Report	7.c		Newby/Metcalf ^A
6:40 pm	VIII. Old Business			
	A. Foundation Activity			McCoy/Boone <input type="checkbox"/>
6:50pm	IX. New Business			
	A. Consideration of August 10, 2016 Board of Directors' Meeting	9.b	X	Chair
	B. Fall Board Retreat – Dates (October 14-15 or 21-22 or 28-29)			Chair
7:00 pm	X. Board of Directors' Operations			
	A. Board Member Activities			
	B. Committee Appointments	10.b		Chair
7:15 pm	XI. President's Report			Metcalf
	A. Italian Culinary Exchange (presentation during Board Dinner at Elevation Restaurant)			Fisher/Trask/Mattive <input type="checkbox"/>
	B. GISS Update			Metcalf <input type="checkbox"/>
	C. Data on Contracted & Non-Credit short-term programs			Schulz <input type="checkbox"/>

XII. **Dates**

- A. Wednesday, September 14, 2016 @ 6:00 p.m. Board of Directors' Meeting
Location: RTEC (Redmond Technology Education Center Bldg.)
– Room 209 - Redmond Campus

7:45 pm XIII. **Adjourn**

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

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

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

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



Central Oregon Community College
Board of Directors' Meeting
MINUTES
Wednesday, June 8, 2016- 6:00pm
COCC Crook County Open Campus
Prineville, OR

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

CALL TO ORDER:

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

ADJOURN Executive Session

RECONVENE Regular Board of Directors' Meeting

INTRODUCTION OF GUESTS: Suzie Kristiansen, Jenni Newby, Eddy Johnson, Matt Novak, Stacey Donohue, Matt McCoy, Chad Harris, Ron Paradis, Alicia Moore, Jerry Schulz, Glenda Lantis, David Dona, Diane Ross, Michael Fisher, Lisa Bloyer, Zak Boone, Joe Viola, and others.

ADJOURN BOARD OF DIRECTORS' PUBLIC MEETING

FORMAL OPENING OF PUBLIC HEARING AND TESTIMONY FOR 2016-17 BUDGET

Budget Hearing Input: None

RECONVENE REGULAR BOARD OF DIRECTORS' MEETING

ADOPTION OF THE COLLEGE BUDGET FOR 2016-2017

BUDGET RESOLUTION – I (Exhibit: 6.a):

Mr. John Mundy moved to adopt the 2016-2017 budget, Resolution I (Exhibit: 6.a) approved by the Budget Committee on May 11, 2016. Mr. Bruce Abernethy seconded. MCU. Approved.

M06/16:1

APPROPRIATION RESOLUTION OF 2016-2017

BUDGET RESOLUTION – II (Exhibit: 6.b):

Ms. Laura Craska Cooper moved to adopt Appropriation Resolution II (Exhibit: 6.b).

Mr. Joe Krenowicz seconded. MCU. Approved. M06/16:2

LEVY PROPERTY TAXES 2016-2017

BUDGET RESOLUTION – III (Exhibit: 6.c):

Mr. John Mundy moved to approve the Levy of Property Taxes, Resolution III – Exhibit: 6.c. Ms. Laura Craska Cooper seconded. MCU. Approved. M06/16:3

President Metcalf thanked the Budget Committee members for their time and participation in 2016-2017 budget process. She also thanked the accounting staff for their good work in preparing the 2016-17 budget.

PUBLIC HEARING AND TESTIMONY:

None.

CONSENT AGENDA:

Ms. Vikki Ricks moved to approve the Consent Agenda (Exhibits: 9.a1-9.g).

Ms. Laura Craska Cooper seconded the motion. MCU. Approved. M06/16:4

BE IT RESOLVED that the Board of Directors reviewed and approved the Budget and Regular Meeting Minutes of May 11, 2016 (Exhibits: 9.a1, 9.a2);

BE IT RESOLVED that the Board of Directors reviewed and approved the May 2016 New Hire Report (Exhibit: 9.b1);

BE IT RESOLVED that the Board of Directors approves the employment contracts for Brady Hickman, Stephen Newcombe, Mary Ann Asson-Batres, and Kevin Hughes (Exhibits: 9.c1, 9.c2, 9.c3, 9.c4);

BE IT RESOLVED that the Board of Directors approve the employment contracts for Vaughan Briggs, Sherry Farley, Elizabeth Hylton, and Jacqueline Coe (Exhibit: 9.c5);

BE IT RESOLVED that the Board of Directors do hereby authorize interfund borrowing between the various projects and funds of the College (Exhibit: 9.d1);

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.d2);

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 be 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, 2016 through June 30, 2017 (Exhibit: 9.d3);

BE IT RESOLVED that the Board of Directors do hereby authorize the transfer of budget and equal amount of appropriation authority as specified in the attached budget change form (Exhibit: 9.e&9.e1);

BE IT RESOLVED that the Board of Directors approves the rehire recommendations for faculty members for the academic year 2016-17 as identified in (Exhibit: 9.f);

BE IT RESOLVED that the Board of Directors do hereby approve the administrative, confidential, supervisory staff rehire (Exhibit: 9.g).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 10.a)

The Board of Directors were apprised of the April 2016 Financial Statements.

Housing Operations Report (Exhibit: 10.b)

The Board of Directors were apprised of the June 2016 monthly housing operations updates –

- 2016-17 Application Tracking
- Summer 2017
- 2016-17 Housing Student Staff.

Student Success Report / EX. IACUC Protocol (Exhibits: 10.c & 10.c1)

The Board of Directors were apprised of the COCC Institutional Animal Care and Use Committee (IACUC).

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

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

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

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

Oregon Promise – Update (Exhibit: 10.f)

Senate Bill 81, “The Oregon Promise” was passed by the Oregon State Legislature and signed by the Governor in July 2015. It provides \$10 million in grants for students who graduated from an Oregon high school or complete a GED within six months of attending a community college.

NEW BUSINESS:

Emeritus – Charlie Naffziger (Exhibit: 12.a)

The Promotions Committee received nominations for “faculty emeritus” and recommends Charlie Naffziger for his deep commitment to the College, the students, and the community over his multiple years of service.

Mr. John Mundy moved to approve emeritus status for retiring faculty: Charlie Naffziger. Ms. Laura Craska Cooper seconded. MCU. Approved. M06/16:5

Adult Basic Skills (Exhibit: 12.b)

The college, the ABS instructors and the Oregon School Employees Association Chapter 700 have been engaged in collective bargaining negotiating the economic reopener for insurance and salaries for the third fiscal year of the contract effective July 1, 2014 through June 30, 2017.

Mr. John Mundy moved to approve the Economic Reopener-Tentative Agreement for the ABS/OSEA contract, as presented in Exhibit: 12.b, effective July 1, 2016. Ms. Vikki Ricks seconded. MCU. Approved. M06/16:6

Facilities Master Plan (Handout: 12.c)

Matt McCoy-vice president for administration reported that the college is seeking a qualified applicant to conduct a comprehensive master planning process for the college, producing a ten-year master plan to guide the college growth while taking into consideration:

- appropriate college design
- sustainability
- siting and development of new facilities and
- renovation of existing facilities.

The plan will build on the 2002-2012 Master Plan. The planning process will involve a Master Plan Steering Committee, the Board of Directors, faculty, staff and students, as well as community members.

BOARD OF DIRECTORS' OPERATIONS:

- Mr. Abernethy Working on a Grant for COCC – Oregon Talent Council
Attended Convocation and Dinner
Attended Bend Livability Conference at COCC
- Ms. Craska Cooper Conversations with Crook County Constituents
Presented two COCC Scholarship Merit Awards to Crook County high school students who will be attending COCC in the fall
Conversations with Crook County Middle school teachers regarding students who visited COCC
- Mr. Dorsch Conversation w/President Metcalf re: 40 acres at the Campus Village
- Mr. Mundy Attended College Affairs Committee meeting
Reviewed Campus Public Safety Report
Attended Convocation and Dinner
Phone Call w/Matt McCoy re: Real Estate
- Mr. Krenowicz Attended the All College Meeting at the Madras Campus
Attended Convocation and Dinner
- Ms. Ricks Attended the COCC Foundation Visiting Scholar Program
Attended COCC Foundation Board of Trustees Meeting
Attended Convocation and Dinner
Attended the first La Pine/Sunriver EDCO luncheon at Cross Water in Sunriver
- Mr. Ford Agenda Review Mtg. w/President Metcalf
Attended Convocation and Dinner
Attended the Bend Livability Conference at COCC
Meeting w/Ron Paradis

President's Report

COCC Crook County Open Campus/Prineville - Update

Suzie Kristensen-COCC Crook County Open Campus-Prineville Campus Administrator gave a PowerPoint presentation update of activities at the Prineville Campus.

President Metcalf congratulated Suzie for her recent accomplishment in getting her degree from Gonzaga University.

Student Opportunities for Training Behavioral & Field Research:

Global & Local Cultural Exchange

Dr. Matt Novak-Assistant Professor II of Psychology gave a PowerPoint presentation about the Indonesian Field Study program that trains students in field research.

ADJOURN: 8:00 p.m.

APPROVED;

ATTEST TO;

Mr. David Ford-Board Chair

Dr. Shirley I. Metcalf, President

Exhibit: 6.b1
July 13, 2016
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – June 1 - 30, 2016

Name	Date Hired	Location	Job title
Classified Part-Time			
Bellinger, Barbara	6/20/2016	Bend	Enrollment Specialist
DeLattore, Felipe	6/27/2016	Bend	Enrollment Specialist
Temporary Hourly			
Greenwald, Krystalin	6/1/2016	Bend	HHP Office
Root, Tanner	6/20/2016	Bend	Maintenance Campus Svc
Boehme, Noah	6/20/2016	Bend	HHP Office
Phelan, Jonathan	6/20/2016	Bend	Computer Lab
Swan, Ana	6/22/2016	Bend	Culinary Server
Ciciora, Aimee	6/6/2016	Bend	Testing and Tutoring
Esswein, Amanda	6/1/2016	Bend	Bookstore Cashier

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

Prepared by: Diane Ross, Interim HR Director

<p>Subject</p>	<p>Approve the contract for:</p> <ul style="list-style-type: none"> • Anita Goodwin as Adult Basic Skills Instructor, Deer Ridge Correctional Facility • Alan Nunes as Assistant Professor I and Program Director of Licensed Massage Therapy • Lisa Holley as ABS Math and Transition Instructor • Amy Wheary as Assistant Professor I of Nursing • Susan Miller as Assistant Professor I of Nursing
<p>Strategic Plan Themes and Objectives</p>	
<p>Institutional Sustainability Objectives</p>	<p>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.</p>
<p>Transfer and Articulation Objectives</p>	<p>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.</p>
<p>Workforce Development Objectives</p>	<p>WD.3 – Maintain and Strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study.</p>

A. Background

All Assistant Professor and ABS Instructor positions are replacement positions.

B. Options/Analysis

- Approve the contracts for Anita Goodwin, Alan Nunes, Lisa Holley, Amy Wheary, and Susan Miller.
- Decline approval of the employment contracts for Anita Goodwin, Alan Nunes, Lisa Holley, Amy Wheary, and Susan Miller

C. Timing

For the 2016-17 academic year

The *Adult Basic Skills Instructor, Deer Ridge Correctional Facility* 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 20, 2016 to June 17, 2017. As with all other full-time faculty employees, a new contract will be prepared for the next academic year.

The *Assistant Professor I and Program Director of Licensed Massage Therapy, ABS Math Transition Instructor, and two Assistant Professor of Nursing* positions are appointed for a 9-month employment contract each fiscal year. For the 2016-17 fiscal year, the initial employment contract period will be from September 12, 2016 to June 17, 2017. As with all other full-time faculty employees, a new contract will be prepared for the next academic year.

D. Budget Impact

The salary conforms to the salary schedule approved by the Board and the Faculty Forum.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the contract of Anita Goodwin for the 2016-17 academic year as Adult Basic Skills Instructor, Deer Ridge Correctional Facility, the contract of Alan Nunes as Assistant Professor I and Program Director of Licensed Massage Therapy, the contract of Lisa Holley as ABS Math and Transition Instructor, the contract for Amy Wheary as Assistant Professor I of Nursing, and the contract of Susan Miller as Assistant Professor I of Nursing.

F. Miscellaneous

Ms. Goodwin earned her B.A. in German and Geology, 1987, University of North Alabama; B.S. in Elementary Education, 1988, University of North Alabama; M.S. in Elementary Education, 1992, Jacksonville State University. She has been with COCC since 2014.

Mr. Nunes earned his AAS degree in Massage Therapy at Central Oregon Community College (COCC). He is currently Program Director of the COCC Licensed Massage Therapy Program. He has been a Licensed Massage Therapist for twelve years and has been a COCC Massage Therapy Instructor for seven years. He is an active participant and voting member of the LMT All Schools Meetings, where current issues affecting the profession are addressed. He is also a member of the American Massage Therapy Association (AMTA) School Summit Planning Committee. This is a committee made up of LMT instructors who meet to select qualified presenters for national massage therapy conferences. Alan is also an accomplished artist and has commissioned artwork throughout Central Oregon. He has been with COCC since 2009.

Ms. Holley earned her bachelor's degree in social science with a minor in mathematics from the University of Oregon and her Master of Arts in Teaching with a mathematics endorsement from Western Oregon University. She has taught Math 60, 65, and 95 part time in COCC's mathematics department since 2013.

Ms. Wheary has been an Adjunct Professor of Nursing at COCC since 2011. Each term she oversees a COCC student clinical group at SCHS as well as teaches and performs skill check-offs in our COCC Nursing Learning Resource Center. Ms. Wheary is also a registered, licensed Clinical Nurse at SCHS in Bend since 2003 and she held this same position in Scottsdale, AZ prior to moving to Bend. She has a BS in Anthropology from

University of Oregon as well as a BS in Nursing from Arizona State University. She also finds time to regularly volunteer at Elk Meadow Elementary School as a board member since 2011.

Ms. Miller has been an Adjunct Professor of Nursing at COCC since 2013. Each term she oversees a COCC student clinical group at SCHS as well as teaches and performs skill check-offs in our COCC Nursing Learning Resource Center. Ms. Miller is also a part-time registered, licensed Relief Nurse at SCHS in Bend since 2013 where she is primarily assigned to the Surgical Specialty floor providing direct patient care to medical and surgical patients. Prior to moving to Bend, she was a Clinical Associate at Catholic University School of Nursing in Washington, DC where she supervised BSN students at their clinical sites, taught senior seminar, and assisted in clinical simulation lab.

Central Oregon Community College
Monthly Budget Status
Highlights of May 2016 Financial Statements

Cash and Investments

The Colleges' operating cash balances currently total \$33.6 million. The average yield for the Local Government Investment Pool for May has increase to .78 percent.

The bond proceeds held in cash totals \$536 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 2016 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

General fund financial aid expense is over budget due to increased tuition waivers for students who are a Veteran's dependent, and waivers for students over age 65. A budget adjustment will occur in June. All other appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of May 31, 2016

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 32,954,486		
3624 - Robert Clark Trust			\$ 372,115
3707 - Residence Hall bond funds		\$ 536,254	
May Average Yield .78%			
Cash in USNB	\$ 730,011		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 33,689,097</u>	<u>\$ 536,254</u>	<u>\$ 372,115</u>

Central Oregon Community College
Monthly Budget Status
 May 2016

Exhibit 7.a
 13-Jul-16

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 14,180,000	\$ 13,779,576	\$ (400,424)	97.2%	99.4%
Prior Taxes	623,000	439,443	(183,557)	70.5%	60.0%
Tuition and fees	16,679,000	16,777,397	98,397	100.6%	101.4%
State Aid	9,110,000	9,410,700	300,700	103.3%	73.5%
Interest & Misc. Income	70,000	98,791	28,791	141.1%	8.7%
Transfers-In	1,874,500	1,874,500	-	100.0%	98.8%
Total Revenues	\$ 42,536,500	\$ 42,380,407	\$ (156,093)		
Expenses by Function					
Instruction	\$ 19,343,813	\$ 16,877,271	\$ 2,466,542	87.2%	89.4%
Academic Support	3,136,473	2,705,791	430,682	86.3%	84.9%
Student Services	4,835,160	3,674,771	1,160,389	76.0%	83.7%
College Support	5,264,718	4,386,018	878,700	83.3%	83.7%
Plant Operations and Maintenance	4,599,224	3,519,324	1,079,900	76.5%	77.1%
Information Technology	4,090,108	3,400,911	689,197	83.1%	82.2%
Financial Aid	52,897	67,270	(14,373)	127.2%	115.0%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers-Out	2,602,618	2,585,303	17,315	99.3%	100.4%
Total Expenses	\$ 44,725,011	\$ 37,216,659	\$ 7,508,352		
Revenues Over/(Under) Expenses	\$ (2,188,511)	\$ 5,163,748	\$ 7,352,259		

Central Oregon Community College
Monthly Budget Status
 May 2016

Exhibit 7.a
 13-Jul-16

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<u>Non General Funds</u>					
Debt Service Fund					
Revenues	\$ 5,332,461	\$ 4,882,330	\$ (450,131)	91.6%	97.7%
Expenses	5,279,505	3,203,918	2,075,587	60.7%	81.1%
Revenues Over/(Under) Expenses	\$ 52,956	\$ 1,678,412	\$ 1,625,456		
Grants and Contracts Fund					
Revenues	\$ 1,850,369	\$ 670,136	\$ (1,180,233)	36.2%	51.1%
Expenses	1,904,487	1,006,122	898,365	52.8%	67.7%
Revenues Over/(Under) Expenses	\$ (54,118)	\$ (335,986)	\$ (281,868)		
Capital Projects Fund					
Revenues	\$ 2,037,398	\$ 2,547,731	\$ 510,333	125.0%	74.5%
Expenses	7,215,300	3,669,254	3,546,046	50.9%	63.3%
Revenues Over/(Under) Expenses	\$ (5,177,902)	\$ (1,121,523)	\$ 4,056,379		
Enterprise Fund					
Revenues	\$ 8,612,326	\$ 5,244,464	\$ (3,367,862)	60.9%	59.5%
Expenses	9,627,759	5,938,878	3,688,881	61.7%	58.5%
Revenues Over/(Under) Expenses	\$ (1,015,433)	\$ (694,414)	\$ 321,019		
Auxiliary Fund					
Revenues	\$ 9,502,382	\$ 8,421,885	\$ (1,080,497)	88.6%	76.8%
Expenses	10,553,349	8,222,111	2,331,238	77.9%	87.7%
Revenues Over/(Under) Expenses	\$ (1,050,967)	\$ 199,774	\$ 1,250,741		
Reserve Fund					
Revenues	\$ 9,336	\$ -	\$ (9,336)	0.0%	0.0%
Expenses	510,000	476,730	33,270	93.5%	77.7%
Revenues Over/(Under) Expenses	\$ (500,664)	\$ (476,730)	\$ 23,934		
Financial Aid Fund					
Revenues	\$ 18,445,575	\$ 12,111,293	\$ (6,334,282)	65.7%	66.3%
Expenses	18,472,306	12,538,769	5,933,537	67.9%	67.7%
Revenues Over/(Under) Expenses	\$ (26,731)	\$ (427,476)	\$ (400,745)		
Internal Service Fund					
Revenues	\$ 390,767	\$ 248,998	\$ (141,769)	63.7%	60.0%
Expenses	516,989	382,233	134,756	73.9%	63.4%
Revenues Over/(Under) Expenses	\$ (126,222)	\$ (133,235)	\$ (7,013)		
Trust and Agency Fund					
Revenues	\$ 1,809	\$ 2,031	\$ 222	112.3%	87.7%
Expenses	3,000	750	2,250	25.0%	85.7%
Revenues Over/(Under) Expenses	\$ (1,191)	\$ 1,281	\$ 2,472		



**Central Oregon Community College
New Student Housing
2015-16 Year-End Report**



Central Oregon Community College New Student Housing Year End Report

**Presented to the COCC Board of Directors
July 2016**

Contributions From:

Stephanie Bilbrey, Housing Marketing and Summer Conferences Coordinator
Andrew Davis, Director of Student and Campus Life
Dan Brock, Housing Coordinator
Dave Dona, Chief Financial Officer
Chris Egertson, Institutional Effectiveness
Matt McCoy, Vice President for Administration
Alicia Moore, Dean of Student and Enrollment Services
Ron Paradis, Executive Director of College Relations
Paul Wheeler, Assistant Director - Housing and Residence Life

"Living on campus provides the quintessential college experience. Plus the view of the mountains is phenomenal!"

- Danika Hendriksen, Oregon

STRATEGIC PLAN CONNECTION

Institutional Sustainability: Obj. IS.4, IS.6, IS.7
Transfer and Articulation: Objective TA.1
Workforce Development: Objective WD.1

HISTORY

COCC first built on-campus new student housing in 1967. Juniper Hall's original purpose was to provide convenient housing options for students from the far corners of the College's service district, although over time, this developed into providing housing for any student interested in living on campus. Juniper Hall was designed as a traditional dorm to accommodate 100 students in two-person bedrooms and four common bathrooms.

By the early 1990's, COCC began discussing expanding, or replacing, on-campus housing to better meet the needs of current and future students, as well as address issues associated with an aging building. To that end, the College conducted six studies:

- Student Housing Recommendations (1990), internal analysis
- Student Housing Analysis (2000), conducted by College Housing Northwest
- Student Housing: Project Feasibility

Analysis (2002), conducted by College Housing Northwest

- Student Housing Cost Analysis (2003), conducted by W. E. Group
- Housing Feasibility Study (2006), conducted by Brailsford & Dunlavey
- Student Housing Market & Financial Analysis (2011), conducted by Brailsford & Dunlavey

In short, all of these studies indicated that there was demand for on-campus housing and that, under certain assumptions, it could be profitable over time.

WHY HOUSING?

Modernization and fiscal considerations aside, other factors weighed heavily in the College's desire to build new student housing. Among these are:

- Student Success: Research indicates that living on-campus contributes to student success, with outcomes being higher GPA, retention and graduation rates for on-campus students compared to those who live off campus.
- Board Priorities: Address Board Priorities of strengthening opportunities for student retention, creating a stronger sense of campus community through facility development, and pursuing

alternative revenue streams.

- COCC Master Plan: The COCC 2002-2012 Master Plan, as well as an update in 2007, called for expansion of student housing. This process and its conclusions relied on feedback from faculty, students and staff, as well as community members.
- Student Expectations, Summer Conference, Accessibility and Aging Facility: The traditional dorm style approach is no longer the design desired by traditional-aged students and it is not being built on many college campuses today. Moreover, the age of the building posed continued maintenance and ADA challenges. Finally, the design, age, and size of the building was not attractive for summer conference groups. Therefore, COCC's ability to meet the needs of today's college student, provide a building that is attractive to both prospective students and summer conference groups, meet accessibility goals, and address significance maintenance concerns were all strong factors in the decision to build new student housing.
- Higher Education Assessment Team Priority: At the time of the most recent feasibility study, Central Oregon had a

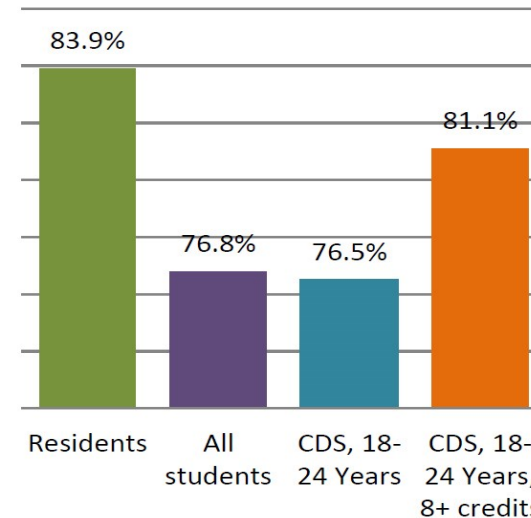
"Higher Education Assessment Team" (HEAT) which established priorities for higher education in Central Oregon. Among these was to provide on-campus student housing as a means of expanding student engagement and cultural opportunities as these are also factors in increasing student retention.

STUDENT SUCCESS DATA

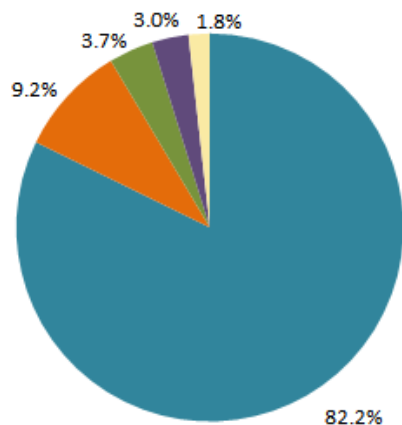
Research indicates that students who live on-campus are more successful than those who do not, the College tracks student success data annually. To this end, the College examined academic retention rates, student progression, and successful course completion rates for 2015-16 residence hall students. See the appendix for data tables and "Future Directions" sections for reactions to these findings. Data highlights include:

Academic Retention: "Academic retention" is defined as the number of students registered at the end of the second week of fall term and continuing in winter, even if the student did not continue to live in the hall. Data indicates that residence hall student retention was slightly higher than its peer campus population of traditional aged students registered in eight or more credits and substantially higher than the total student population.

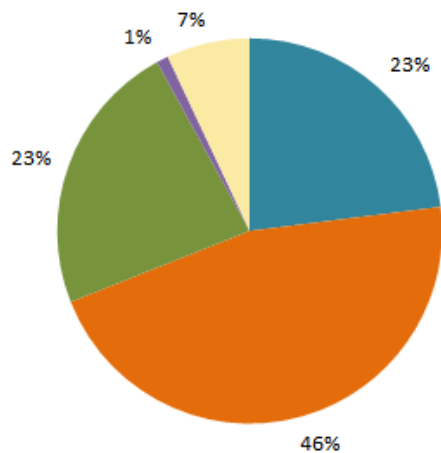
Fall-to-Winter Retention



Residency: College Wide



Residency: Residence Hall



- In-district
- Out-of-District
- Border State
- Non-Resident Veteran
- Out-of-State

Student Progression: Progression is defined as the number and percent of fall 2015 students who earned 15 or 30 credits during the 2015 – 16 academic year. These markers were chosen as studies indicates that students who meet these thresholds are often more likely to continue. COCC data indicates that while residence hall students did not complete the 15 and 30 credit thresholds to the same degree as their closest campus peer group, they exceed the performance of the total student population.

Successful Course Completions: Defined as the number of registered courses after week two compared to the number completed successfully, this data point is an early indicator of student progression. Like progression, residence hall students completed courses at a lower rate than their peers.

DEMOGRAPHIC DATA

Age: Similar to other institution’s student housing programs geared towards traditional-aged students, COCC residence hall median age is 19.

Gender: Residence hall gender data is opposite of the overall College population in that residence hall students include 53% male and 45% female (remaining declined to identify gender), while the overall College

credit student population is 53% women and 42% men (5% declined to state).

Residency: COCC residency is approximately 82% resident and 18% non-resident. Residence hall student status is significantly different, with 25% of residents in-district and 75% nonresidents.

Dually Enrolled Students: During 2015-16, the residence hall saw a slight increase in dually enrolled students living in the hall. Fall term had 30 dually enrolled students; winter, 31; and spring, 37. This is not surprising, however, as many students apply for admission to OSU-Cascades later in the year as they progress through coursework.

STUDENT OCCUPANCY DATA

Start of Term Occupancy

Based on feedback from the most recent housing feasibility study, as well as review by from housing industry leaders, the College projected occupancy to be 95%, declining over a period of time to 88%. Based on completed contracts and student communications, COCC anticipated occupancy to be 84% at the start of fall. However, the College had more student “no shows” and first week move outs than historically experienced. With this, fall term occupancy was 76% and spring term, 64%. The appendix summarizes the week three

occupancy numbers for each term as well as the number of students that were new or returning for each term.

Student Retention

Term-to-term retention of residence hall students averaged 79% for the academic year, while overall, College wide term-to-term retention rates averaged 78%.

STUDENT PROGRAMMING

The residence hall programming model was based on Vincent Tinto's student development theory, which suggests that student retention can be a product of an institution creating intentional opportunities for extracurricular activities, informal student interactions, and faculty/student interactions.

Based on this approach, housing staff offered just over 50 active programs, including activities such as Open Mic Night, Halloween Hall, a health fair, career planning workshops, caving and more. Passive activities included topics such as eating disorder awareness week, sexual health, ASCOCC food bank fundraiser, and alcohol awareness.

RESIDENCE HALL POLICIES

Due to the increase in the potential number of occupants, staff updated or changed many policies, either prior to or during the

academic year. A full listing of housing policies can be found on the housing website, but three key changes are summarized below.

Student Intake Process

Fall term posed never-before-experienced challenges with the number of students who signed a contract being no shows and/or moving out the first week as well as with the number of students who struggled to understand the financial obligations associated with tuition, fees, room and board. As such, staff redesigned the new student intake process. Highlights include requiring a:

- Criminal background check and completion of a student budget worksheet prior to a student's housing application being accepted.
- Room and board deposit in addition to a security deposit prior to move in. The deposit covers the first three weeks' room and board fees, which aligns with when financial aid is disbursed and the College's payment plan due date.

This was partially implemented for spring term and early indications are that students have a stronger understanding of their financial commitments.

"I was surprised with how many events the Community Assistants and faculty here put on to really turn this from just a place to live into a community."

- Patrick Punch, Washington



Residents enjoying the community kitchen and living room.

Point-Based Student Conduct

Best practices amongst institutional and housing conduct practitioners are shifting towards the use of a point-based system as a means of responding to campus or housing policy violations. Under a point-based system, a college or university pre-identifies the number of points associated with a policy violation, noting that the points are guidance only and staff reserve the right to assign different points based on the severity of the violation. Such a process removes ambiguity for students, clearly outlines consequences for behavior, and creates greater consistency amongst situations.

Beginning Fall 2015, the Housing and Residence Life Office transitioned student conduct for the on-campus student housing to a point system. Anecdotally, students express a better understanding of and appreciation for the transparency associated with this process.

Summer Living on Campus

COCC has only had one summer in which students lived on campus in recent history. This process was extended to the new residence hall. In order to be eligible to live in the hall several conditions had to be met including:

- Good academic standing
- Having no past due balance

- Having little to no conduct history
- Registered in six credits

12 students applied, met eligibility requirements, and moved into the hall for summer term. The College hired one Community Assistant to support these students, as well as support summer conference needs.

SUMMER GROUPS

Overview

Student housing organizations actively engage in hosting a variety of summer conference groups as a means of generating long-term recruitment opportunities and increasing revenue in support of housing operations. Given the age of Juniper Hall and small size, COCC struggled to attract groups and while it is still early, the new housing facility is showing promise in becoming a strong summer conference operation.

Potential Revenue

College staff estimate that there are 14,965 bed nights available during summer. This number accounts for turnover time needed between groups, room maintenance, that not all groups can be combined into all communities, and for a blend of single and double occupancy. Additionally, it assumes one community will be reserved for summer housing students. Given these assumptions,

staff estimate potential maximum summer conference gross revenue to be \$401,000, with net revenue estimated at \$290,000; this figure represents housing revenue only and does not include campus facility rental, food service, potential FTE, or other income.

Historical and 2016 Projected Revenue

During the past five years, summer gross revenue has ranged from \$4,475 to \$27,207, with an average of \$14,000. As of June 2016, COCC has seven completed contracts representing 2,230 room nights and \$59,095 in gross room revenue, while four additional long-term stays for student interns adds \$6,800. Estimated conference catering revenue is \$52,300 and campus facility rental is \$18,350.

Permitted Groups

Under the terms of our bond agreement, summer groups must have an educational component to their reason for staying on campus (e.g., sports clinic, workshops, and trainings) and/or be a government agency. Additionally, a limited number of non-educational or non-governmental groups (e.g., athletic competitions) can stay in housing during the summer so long as (1) total revenues from these groups does not represent a significant portion of total annual revenue for the building and (2) the length of stay is less than 50 days.

MARKETING OVERVIEW

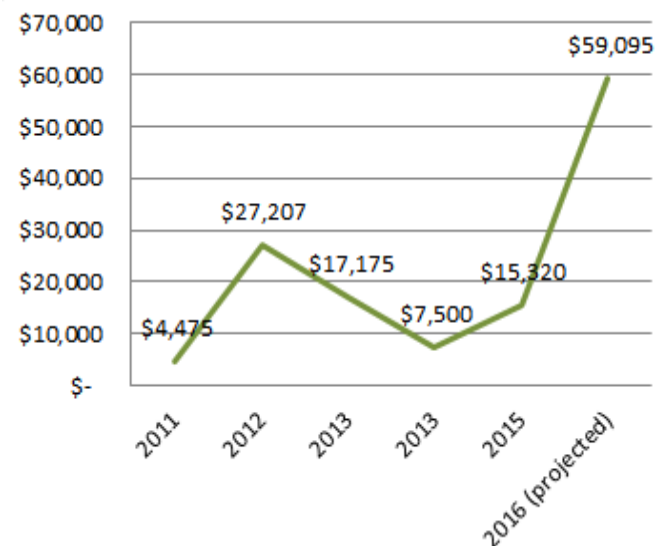
In January, President Metcalf convened a work team focused on developing a campus marketing effort targeted towards the residence hall; the work team included representatives from College Relations, Admissions and Records, and Housing, and was chaired by Ron Paradis, executive director of College Relations. Based on early data from fall 2015, the group set a goal of increasing occupancy to at least 85%, moving from 212 to 272 students.

The residence hall was designed for traditional-aged students and with that in mind, the group targeted its marketing to recent high school graduates. Moreover, this aligns with previous years' Admissions and Records work focused on traditional-aged, non-resident students. Highlights from this work follow.

High School Recruiting

Between January and April 2016, staff time was redirected to allow for 45 high school visits – in district, in state and border states – and five college fairs, a sizable increase over prior years. The work team used available data to reassess feeder high schools and regions in order to maximize potential return. Overall, Admissions and Records staff estimates the additional high school visits added approximately 275 more recruits.

Summer Conference Housing Revenue



“When looking at out-of-state schools, on-campus student housing is at the top of the list of desirable features. Your new facility is beautiful and should be a big draw.”

- High School Counselor, Homer, AK

“It’s about time ~ we’ve been waiting for this for a long time!”

- High School Counselor, Bend, OR

Increased Advertising

In addition to previous radio and Pandora advertising, staff ran two large Pandora campaigns. Geographic target areas included most of Oregon, southwest Idaho, four California counties, and southeastern Washington, while both campaigns also targeted specific age groups and/or genders. During both campaigns, traffic on the COCC recruiting web site saw an increase of several hundred visitors per day during the run.

Facebook advertising focused on age, with a second tier focus on those who expressed interest in Central Oregon activities such as skiing, snowboarding, mountain biking and rock climbing. Similar to Pandora, COCC web page visits increased during this period.

COCC advertised in the “Education Guide” supplement in The Oregonian, for both winter and spring. The spring edition included an article on COCC and another one on the advantages of attending a community college. COCC was the only community college that advertised in the winter, and one of only three in the spring. The College recorded nearly 300 additional website hits from the online version

Elevated Web Presence

Staff redesigned three significant landing pages -- the COCC home page, the “welcome” page and the student log in page -- in order to give a greater presence to the residence

hall. Indicators are that these changes resulted in a large increase in visits to these pages from non-COCC accounts.

Publications

The work team also redesigned how and when residence hall messaging was put in front of prospective students via recruitment and outreach publications. Staff produced several new pieces, including a postcard (mailed to 2,500 recruits), targeted mailing (to 6,700 new applicants), poster (to all Oregon and targeted border state high schools), and a promotional brochure (used at recruiting events).

RECOGNITIONS

COCC’s new residence hall is recognized by various organizations as an iconic facility. Awards include the **Earth Advantage Commercial Gold certification**, a third party certification program designed to improve health, comfort, durability, energy efficiency and water efficiency of facilities while reducing operating expenses.

The facility is also acknowledged by the Central Oregon Association of Realtors (CORA) as a recipient of the **Building a Better Central Oregon Awards**. BBCO’s main purpose is to recognize projects that enhance the community and are judged on economic impact, neighborhood

improvement, and unique design or use of materials. CORA also saw the residence hall as a positive contribution to a vibrant campus, expanding opportunities for student success, and meeting student needs.

The residence hall was celebrated at the **Daily Journal of Commerce's 2016**

TopProjects awards competition, recognizing the most outstanding construction projects completed in Oregon and Washington. The COCC residence hall received the third place award in the Public Buildings category.

CONSTRUCTION BUDGET

The College utilized a Construction Management/General Contractor process to design and build the residence hall. This process benefitted the College with reduced construction costs, a project completed on time, a building product of award winning quality, and functional program space meeting student and College needs.

Total Project Budget

Total Project Budget: \$21,164,534
Total Project Costs: \$19,616,000
Under Project Budget: \$1,548,534

Construction Budget

Original Schematic Design Est: \$18,474,454
Original Design Documents Est: \$18,238,314
Final Guaranteed Maximum Price Estimate: \$15,565,910

Adjusted Guaranteed Maximum Price
Contract Amount: \$15,882,951
Project Final Cost at Substantial Completion: \$15,360,404
Project Savings at Substantial Completion : \$522,547 (\$137,914 of owner-elected change orders also absorbed)

OPERATIONAL BUDGET

Due to timing, a budget update was not possible for this report, but will be distributed at the July 2016 Board of Directors' meeting.

FUTURE DIRECTIONS

Five-Year Budget Projection

During summer 2016, Fiscal Services will develop a five-year revenue and expenditures forecast for the residence hall budget. Doing so will align residence hall budget reporting with the same process, structure, and information used for the general fund. A draft will be shared at a future Board of Directors' meeting.

Referral Program

As part of expanded marketing efforts, the College is implementing a student referral system. In short, if an accepted residence hall student refers a new student to housing and the new student stays in the hall through fall term, the referring student will receive a \$500 discount on winter term room fees. The



COCC's new residence hall was awarded the Earth Advantage Commercial Gold certification, in recognition for its intentional efforts to improve health, comfort, durability, energy efficiency and water efficiency of facilities while reducing operating expenses.



Each four-person suite is designed with two bedrooms, a shared living space, and shared bathroom.

rationale for this decision is that even if a student lives in the hall for only fall term, the room revenue collected are substantially more than the \$500 discount.

Student Life Programming Model

Residence hall programming strives for a balance between social, personal and academic programming. In the upcoming year, housing staff will focus on being more strategic in its offerings, including bolstering activities focused on personal development and academic support. Moreover, feedback from this and next year's residents will guide selection of various activities and attempt to more strongly engage residents in planning the events, all with the goal of strengthening a sense of community and increasing academic success.

Student Engagement

Residence hall and student engagement staff are collaborating to provide a greater connection between on-campus students and campus wide programming, including stronger outreach to residence hall students about activities such as Jump Start, guest lectures, and awareness events.

Student Success

A portion of the Higher Education Coordinating Commission's student success grants (advising and Oregon Promise focus) will be directed to provide a more intrusive approach to academic advising for residence

hall students (the majority of whom are Oregon Promise students). This model suggests that more proactive and frequent communications with students, especially if communication is guided around specific and timely topics, will increase the likelihood of students connecting with appropriate academic and personal success opportunities. Staff are also examining what other academic support services may be helpful for students, including in-hall tutoring and career counseling.

Summer Groups

The College anticipates continued adjustment to summer staffing structure, operational procedures and general policies in order to accommodate more groups and/or summer students. The future will also bring greater emphasis on marketing and targeted cultivation of groups like youth camps and government organizations, as well as with local business interns.

Room and Board Fees

In order to create programs which incentivize students to renew their housing contract for a second year, the College is considering asking the Board of Directors to approve room and meal plan fees earlier in the academic year. Historically, these fees were brought to the Board in March or April, although some institutions are doing so as early as late fall term.

APPENDIX: DATA TABLES

Academic Retention

Students registered at the end of the second week of fall term and continuing in winter, even if the student did not continue to live in the hall.

	Week Two, Fall 2015	Week Two, Winter 2016	% Retained
Res Hall Population	236	198	83.9%
Certificate or Degree Seeking (CDS) Population (all ages)	4941	3797	76.8%
CDS Population, 18-24 years old	2549	1950	76.5%
CDS Population, 18-24 years old and attempting 8+ credits	1993	1617	81.1%

Student Progression

The number and percentage of Fall 2015 students who earned 15 or 30 credits during the 2015 – 16 academic year.

	% Earning 15 Credits	% Earning 30 Credits
Res Hall Population	64%	36%
Certificate or Degree Seeking (CDS) Population (all ages)	61%	29%
CDS Population, 18-24 years old	62%	30%
CDS Population, 18-24 years old and attempting 8+ credits	71%	38%

Course Completion

The number of courses registered in at the end of the second week compared to the number completed successfully (grade of C or better, including a "P"/pass grade.

	% Successful
Res Hall Population	71%
CDS Population, 18-24 years old	81%
CDS Population, 18-24 years old and attempting 8+ credits	80%

Occupancy

The following occupancy numbers are based on week three of each term..

	Fall 2015	Winter 2016	Spring 2016
Total Residents	233	215	194
Returning from a Previous Term	16	180	174
New for Current Term	217	35	20



Redesigning Developmental Education for Student Success: A Third Annual Report
June 22, 2016



A LETTER FROM ELIZABETH COX BRAND

I am pleased to submit to the Oregon Higher Education Community, its stakeholders and other interested parties the 2015-2016 Developmental Education Redesign *Annual Report*. It's hard to believe that this is already our third edition. The 2013-2014 report unveiled recommendations to redesign developmental education in our state. The 2014-2015 report chronicled the progress each campus made the first year of implementation. It featured reforms in a number of areas but highlighted the tremendous progress campuses made developing alternative mathematics pathways. While that work continued in our second year of implementation, this year's report features groundbreaking work campuses are doing to rethink how they place students and the coaching campuses received to help them implement their redesign plans.

We've already issued a report about the placement work that featured Clackamas and Klamath. This report will highlight the progress other campuses are making to rethink their reliance on a single measure for placement. I am happy to report that a majority of campuses are now either implementing or designing placement processes that rely on multiple measures, not just a simple standardized assessment. This is remarkable progress.

I want to remind us why we're doing this work and why this progress matters. In Oregon and across the United States, far too many students are placed into developmental education courses. Once placed there, they rarely receive degrees or certificates.

We need to place fewer students into developmental education to start with and accelerate the rate at which the vast majority of those assigned to developmental education pass their gateway courses—usually by the end of their first year of enrollment.

In this report we'll see not only examples of the way campuses have improved their placement practices, we'll also see how they are accelerating learning to tap into what was before the unrealized potential and capacity of community college students.

We have been on an amazing journey together, but we still have a long way to go. I hope this report explains where we've been, but I also hope it will inspire campuses to take the next step and do more to make sure our community college students succeed at greater rates. I hope readers will say, "If that campus can implement a new placement process, accelerate learning in writing or engage students on a new mathematics pathway, well, then so can mine. We can do this!"

Indeed, we can do this!

Elizabeth Cox Brand

RETHINKING COMMUNITY COLLEGE PLACEMENT PRACTICES: 2015-2016'S BIG WIN

In late summer 2015, the Oregon Community College Association (OCCA) convened the Developmental Education Redesign Placement Work Group, consisting of teams from the state's 17 community colleges. Concurrently, the legislatively-charged HB2681 Committee began meeting to discuss the process it would use to develop recommendations to the Oregon State Legislature to improve the process of placing students at community colleges. To avoid duplicating efforts, the HB2681 Committee and the Placement Work Group joined forces and began meeting with each other. Both groups participated in two webinars and three day-long in-person meetings in Salem. They learned about and discussed the issues and reviewed research presented by Michelle Hodara, a senior researcher from Education Northwest, and John Hetts, former Director of Institutional Research for Long Beach City College and now the Senior Director for Data Science for the Educational Results Partnership.

From John Hetts, HB2681 and Placement Work Group participants learned:

- Community college placement processes are substantially underestimating student capacity.
- Actual measures of student performance, high school grade point average (GPA) and last grade in course more accurately predict college performance than do standardized assessments.
- Since community colleges are open access institutions, it may be difficult to get high school transcripts; however, self-reported GPA may be a better indicator than an actual score on a standardized test.
- The more measures the greater the accuracy of a placement decision, and a standardized test such as Accuplacer, can be one of those measures.

The Placement Work Group recommended to the HB2681 Committee that Oregon's community colleges should move from using only a standardized assessment as the default placement tool for all students and toward a system of multiple measures to increase the accuracy of placement decisions. The HB2681 Committee embedded this recommendation in its interim report to the legislature.

Early adopters of new placement practices include Clackamas and Klamath, which were featured in the [Developmental Education Redesign Placement Work Group's report](#). However, redesigning placement was a priority for many campuses during the 2015-2016 academic year:

- **Portland** will begin in the winter term to implement one of the state's most innovative placement processes. While many new placement systems Oregon community colleges are beginning to implement consider high school GPA and last grade in course to be valid only two years after graduation, Portland's system considers these measures valid for seven years. With a grade of A or B in a junior or senior high school English course earned within the last 7 years, students are automatically placed into Writing 121. Students scoring 4 or more on the IB exam, 165 or more on the GED exam, 540 or more on the SAT, 24 or more on the ACT, or 3 or more on the Smarter Balanced assessment earn the same placement. Students scoring outside these ranges will take the Accuplacer, but their placement will not depend on that measure alone. Portland will also weigh cumulative GPA, a metacognitive inventory score, prior reading and writing experience and anticipated course load.

- **Central Oregon** has been conducting two small pilots related to placement. It has asked students in Writing 95 and Writing 121 to self-report their high school GPA and year of graduation. It plans to compare this information with their placement scores and final grades in course, testing the validity of recent high school GPA as a reliable placement tool. In addition, this summer, campus personnel will meet individually with students who are college-level readers but who place into Writing 95 because of their sentence skills scores on Accuplacer, asking questions about high school GPA, 12th grade English coursework and grades, and soft skills, such as last book read and last multiple source essay written. The process will help determine whether students should take Writing 121 instead of 95, and whether the college will continue to offer Writing 95. Finally, the campus has volunteered to be part of a statewide pilot to use writing samples from high school students as a multiple measure for placement into writing courses.
- In a winter-term pilot, **Clatsop** re-assessed with a writing sample the placement of students in Language Arts 90. It found that over half of the students demonstrated readiness for placement in college level courses. These students also reported that the Compass assessment frustrated their ability to demonstrate competence. With the demise of the Compass test and new data about student readiness, the campus is exploring if it is feasible to use multiple measures to place students.
- To achieve its goal of engaging more students at a level of academic challenge best suited for their strengths and experience, **Linn Benton** convened college and community stakeholders to discuss the use of multiple measures to place students. The campus also consulted with personnel from its local school districts to identify sources of input Linn Benton might use in place of Accuplacer. Faculty met with several K-12 teachers, counselors and other stakeholders to discuss these options. As a result, Smarter Balanced (SB) and GED scores will be the first additional inputs that Linn Benton will adopt as part of a multiple measures approach to placement. Conversations with community and local K-12 educators will continue for the foreseeable future, with the potential to add additional measures in the coming terms. For now, specific GED and SB scores will result in the following placements:
 - GED Level 3 (or 165, honors) will mean Math 111 for math placement
 - GED Level 3 (or 165, honors) will mean Writing 121 for writing placement
 - SB 3 will mean Writing 121 for writing placement
 - SB 4 will mean Writing 121 for Writing placement
 - SB 3 will mean Math 111 or Math 105 for math placement
 - SB 4 will mean Math 112 or Math 241 for math placement
- **Tillamook Bay** is in the process of finalizing a multiple measure placement process.
- **Umpqua's** math department will begin using high school transcripts and Smarter Balanced scores for those students who are within two years of high school graduation or GED scores within that timeframe as well. Those outside this window will be placed using ALEKS. The campus hopes to have its plans in place by July 1.
- **Oregon Coast** further refined its math placement rubric to include high school course grades and has begun work on a similar rubric that will rely on multiple measures for writing and reading. The college also launched an online mandatory placement test preparation workshop that students participated in

fall, winter and spring terms. The workshop provides sample questions and links to tutorial videos. An instructor provides students with feedback. Initial data shows that not only is the tool well received by students but they are also spending significant time reviewing online materials. Ben Kauffman, developmental education redesign team lead, reports that the average student spends twenty minutes on the reading section, thirty minutes on the writing section and forty-five minutes on the math section. Kauffman notes that “there has been a shift on the campus as a whole—we recognize the importance of taking the time to use multiple measures to start students on a successful path.”

- **Southwestern** is finalizing development of a multiple measure placement process and an aligned advising guide. Measures will include Smarter Balanced; Accuplacer, ACT, SAT and GED scores; ALEKS, high school transcripts and a student’s own recommendation for placement.
- **Rogue** has begun work on a new process for placing students that will rely on multiple measures.

NEW TECHNICAL ASSISTANCE OPTION PROVIDED CAMPUSES IN 2015-2016: COACHING

The beginning of the 2015-16 school year saw campuses engaged in a second year of implementation of the Developmental Education Redesign Work Group’s recommendations. OCCA introduced coaching as a technical assistance activity to support campuses and 15 colleges utilized coaching services this past year.

Coaching took a variety of forms. Sometimes coaches researched topics such as placement options and what other community colleges are doing to measure the success of their developmental education reforms. Other times campus leads used coaches for thought-partnership as they navigated complex institutional politics and even disagreement with some of the redesign recommendations. Coaches also organized information, developed objectives and agendas for team meetings, updated work plans, drafted correspondence, helped team leads develop plans to monitor progress and in some cases helped with project management.

A recent [OCCA newsletter](#) shared team leads’ perceptions on the coaching they received this year. Team leads valued the opportunity to have one-on-one conversations with coaches or simply “having a shoulder to lean on, as Kathie Hledik from Lane noted.

Reflections from Coach Thalia Nawi

Things really clicked on my second site visit to Lane Community College in May. Team lead Kathie Hledik and I in advance set up either one-on-one or small group meetings with each member of the development education redesign team to review progress towards goals, troubleshoot and provide support and guidance. Each individual or group was greeted at the door by Kathie who invited them to join her in sampling treats she laid out on a small round table, which ranged throughout the day from oranges to banana bread to chocolates.

Some team members appeared tentative when they entered the room. Kathie quickly allayed any concerns they had about the meetings being a “gotcha” on work not done. They were, as she said, “simply meetings to check in, determine needs and identify next steps.” In each meeting, we were able to achieve a detailed level of conversation, which uncovered both the philosophical orientation of the team members as well as barriers, institutional or otherwise, that may have been impeding the work.

Their comfort level increased too as they took advantage of the treats at the table. At the conclusion of each meeting, I shared back the agreements that had been made and Kathie outlined next steps. I think having me on site helped give her a rationale to invite everyone in for these meetings, and it also served the purpose of clearly establishing her as the lead on moving the body of work forward while communicating that the developmental education work is a shared responsibility.

Reflections from Coach Paolo DeMaria:

Rod Keller and I check in with each other every two weeks. At a small college, every administrator wears many hats—and Rod is no exception. He is doing many things – and so it is easy to be distracted by the challenge of the day and lose sight of some of the more strategic actions being taken. Our phone calls are never particularly weighty conversations—we review project activity, and Rod and I bounce around ideas for continuing to move the work forward. He might ask me to track down some information or share what I know about what is happening on other campuses. I think Rod feels that 30 minutes every two weeks is just the gentle reminder needed to keep the work moving forward.

My first visit to the campus was on a crisp November day that really set the stage for the successful coaching relationship we developed. That day formed the foundation for Rod and my regularly scheduled calls every two weeks.

Rod was at the airport waiting for me after I walked off the nine-seat puddle-jumper I flew out on from Portland. He suggested we get a bite to eat at a local breakfast joint. Over bacon and eggs and several cups of coffee, we spent the morning just getting to know each other better, and Rod taught me a lot about the college and the local community. As we later drove to the campus and made our way to Rod's office, I remarked how much I liked the college logo – with a picture of a lighthouse on it. What a perfect image to communicate the mission of a learning institution.

Our day focused on three areas – initial thoughts about developing and deploying an integrated reading and writing class, a meeting of the college's student success committee, and a discussion about continuing implementation of the college's student learning outcomes assessment plan. Each conversation was deep and rich, and with several of Rod's campus colleagues rolling in and out of conversations about topics pertinent to their work. There wasn't always 100% agreement, but in each area, there were general agreements to move forward with particular strands of work and clear next steps.

Since my flight back to Portland wasn't until late in the evening, Rod suggested that I attend the meeting of Southwestern's board. It was two hours before the gavel would drop and the meeting begin, so Rod drove me to the local state park to share some spectacular views of the ocean. The wind was strong and blew the glasses off my face, but the view was tremendous. Rod said he had been there the weekend before taking pictures of the waves crashing against the rocks. It was a display of the force and beauty of nature. And a great place to continue our conversations about the work.

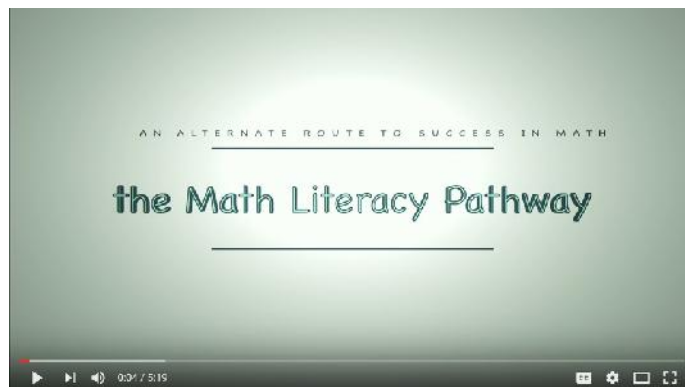
It was clear that the board was made up of dedicated people. The college is an essential part of this small community built on the lumber industry. It is a point of pride and also a critical force in economic development and community prosperity. The board meeting was celebratory in focus, college accomplishments, new employees, those sorts of things. It gave me a strong sense of the context in which Rod and his colleagues are working. As Rod drove me back to the airport, I reflected on the day's experience with him. I told him I was impressed by the work that I saw taking place. Small colleges are such gems—everyone knows everyone else, and this helps create a sense of community that is so critical to driving success. I saw what I often see when visiting community colleges—passionate people committed to students working to identify strategies to improve success—and focused on supporting a small but tremendously dedicated community.

In the sidebars on this page and the previous, we feature the thoughts of two of the coaches themselves, Paolo DeMaria, who coached Southwestern Oregon, and Thalia Nawi, who coached Lane.

MATHEMATICS

In the 2015-2016 academic year, campuses continued to eliminate long developmental math sequences that are barriers to student success, accelerating learning by implementing new pathways for students in non-STEM fields. The non-STEM pathway is now a state-approved option for completion of the requirements for the Associate of Arts Oregon Transfer (AAOT) degree. A [video](#) produced by Portland Community College shows the impact the new pathway is having on the students of Oregon.

As reported in a [past newsletter](#), Portland Community College has made great progress eliminating barriers to student success in mathematics. So has Southwestern Oregon. It offered two sections of Math 98 in fall, winter and spring terms. Enrollment in Math 105 has skyrocketed “because we get more completers in Math 98 who enroll in 105 the next term,” reports Nikki Armstrong, math instructor at the college. “Demand for Math 98 has been overwhelming. We’ve been packed to the gills with students.” Fall pass rates were between 65 and 70 percent for the two sections. Armstrong believes pass rates will get higher as faculty gain more experience teaching the new course. Pass rates, Armstrong notes, “could be higher if we had a bit more experience with the curriculum so that we could engage students more significantly. As a new pathway, there’s a new textbook, and a new style of teaching for faculty.”



Most of the state’s community colleges now have alternative math pathways. Many are working through the growing pains of introducing a new course but, like Southwestern, are making great progress.

- **Clatsop** reports that enrollment in the new math pathway continues to grow from a marginal number of students to a level that is self-sustaining. The college is currently developing an advising guide to help students decide what pathway is best for them.

“With the changes in the math pathway, a lot more students can use the alternative path. They are now feeling like they can be completers and that math isn’t the thing holding them back. A major gain for us – student motivation and perception has changed – they’re not just term after term after term beating their heads on the wall in developmental education math.”

*Nikki Armstrong,
Southwestern Community College*

- **Lane** has begun to examine how students in the new pathway are faring, in particular how students do in Math 105 after completing Math 98. It found that students in the traditional path—coming from Math 95—had an 83% success rate. Those coming from Math 98 had a 75% success rate. Kathie Hledik, Lane’s Developmental Education Redesign team lead, reports that “the difference is not surprising, since students who took Math 98 had different math backgrounds.” She says that Lane “was pleased that the alternative pathway was working well for the majority of students.” As a result, Lane is expanding its pool of instructors for Math 98 and will add sections to address

increased enrollment. Building on the success of Math 98, Lane also took a hard look at its prerequisite for Math 112, trigonometry. In the past, Lane required students to pass both Math 111 (college algebra) and Math 97 (geometry) within four terms as prerequisites for Math 112. Many students ended up repeating one or both of these classes so they could pass them within that time period. Lane now allows students to verify that they have passed a geometry class at any point in the past, including high school, and no longer requires them to take Math 97. The change has had no negative impact on student success rates in Math 112, Hledik reports, and has saved many students at least one term of mathematics.

- This year **Central Oregon** created and implemented a non-STEM pathway, and the math faculty established relationships with local high schools. Together, they mapped the schools’ mathematics

curriculum to help them determine which students coming from which courses had already achieved the expected outcomes for specific Central Oregon classes.

- **Treasure Valley** has fully implemented Math 98 and Math 105, shortening the sequence for non-STEM developmental education students from 18 to 6 credits. Next year, the college will divide math 98 into two four credit courses.
- **Tillamook Bay** consolidated its offerings in mathematics and eliminated Math 65 (Introductory Algebra-Second Term) by aligning courses and redefining the sequence in which courses present content. Its sequence now consists of Math 020, Math 060 and Math 095, which has reduced the length of the sequence by four credits. The campus reports that it is now “poised to develop and implement the alternative math sequence of Math 98 and Math 105.”
- **Mount Hood’s** math faculty is developing new STEM and non-STEM pathways to meet the needs of students **and** address the requirements of programs that require math as prerequisites.

READING/WRITING

As in mathematics, the goal of the developmental education redesign work in reading and writing is to accelerate learning. In pursuit of that goal, colleges continued to implement new programs in 2015-2016:

- For several years now, **Clatsop** has combined reading and writing developmental study in a single language arts course (LA90) to prepare students for Writing 115 or Writing 121, shortening the developmental path for students not fully prepared for college level work. It is now developing a co-requisite course, combining developmental reading/writing and college level writing courses.
- At **Mount Hood**, the English and reading faculty developed a combined reading and writing course that will be offered as part of a learning community, paired with HD 101. It will be piloted this fall.
- **Tillamook Bay** redesigned its reading and writing sequences. Reading 090 and Writing 090 are now combined as one course, Reading/Writing 090. The same action has been taken with Reading 115 and Writing 115 (now Reading/Writing 115). With these changes in place, the campus is planning instructional support initiatives for instructors who will teach these courses and developing wrap-around services for students enrolled in them.
- **Southwestern** has also integrated reading and writing courses to accelerate learning. It is in the midst of the approval process to combine Reading 90 with Writing 90, which will reduce the number of credits required from six to four.
- Formally a standalone developmental education course, **Rogue’s** Writing 30 is now combined with the college’s first 100 level writing course.
- **Central Oregon** combined its writing and reading developmental literacy courses over 10 years ago. As a result, it has focused on reviving professional development supports for teachers, in particular for the teaching of writing. The college is also researching “co-requisite development labs” for Writing 121 as an option for students who place into Writing 65 or 95 and is considering eliminating Writing 95 entirely, but keeping in placing Writing 60 and Writing 65.

- An instructor at **Umpqua** has been teaching Writing 95 concurrently with Writing 115 and Writing 121 to accelerate learning and completion.

CONCLUSION

In each of the two years of implementation, the developmental education redesign effort had a big win. In the first year, it was the approval, design and implementation of new mathematics pathways. In the second year, it was the proliferation of new placement processes that rely on multiple measures. Campuses will continue to nurture these reforms next year.

The third year of implementation and the fourth year of the project will begin in earnest in September. Key efforts will likely include:

- More and more campuses developing and implementing placement processes that include multiple measures.
- Ongoing discussions about the use of high school grade point average and last grade in course as measures for placement. Portland Community College sees these measures as valid up to seven years after high school graduation. Other campuses have been more conservative, recognizing these measures as valid for only two years.
- The development and implementation of a pilot to use high school writing samples as a one measure for placement. Seven campuses have agreed to participate in the pilot.
- More and more writing faculties agreeing to pursue accelerated learning opportunities for students and adopting co-requisite and other models to ensure greater student success.
- Campuses offering professional development support to instructors teaching co-requisites and courses in the new math pathway.
- More and more campuses using data to demonstrate increased student success and improve their programs.
- High school and community college faculty getting to know each other better, with high school faculty learning more about community college expectations and college faculty becoming more familiar with high school curriculum and what courses are college-preparatory.

Should resources remain available, OCCA will continue to provide technical assistance to campuses: coaching, ongoing team lead meetings, webinars and possibly a state-wide conference for faculty, staff and administrators to learn from each other and from initiatives in other parts of the country.

Exhibit: 9.b
July 13, 2016
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 10, 2016 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 10, 2016 Regular Board of Directors' meeting.

Convene August 10, 2016 Regular Board of Directors' meeting.

D. Timing

This decision needs to be made prior to the scheduled August 10, 2016 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 10, 2016 Board of Directors' meeting.

F. Budget Impact None

BOARD OF DIRECTORS' OPERATIONS

Board Committee Appointments 2016-17

Standing Committees (4)

- Board Self-Evaluation Committee
2016-17 Cooper (Chair), Abernethy, Dorsch
2015-16 Cooper (Chair), Abernethy, Dorsch
- President's Evaluation Committee
2016-17 Cooper (Chair), Krenowicz, Ford
2015-16 Cooper (Chair), Krenowicz, Ford
- COCC Memorial Education, (Keyes Trust) – 2 year term
Abernethy 2015-17
- Audit and Finance (3 Board Members, 2 Budget Cmte) (3 year term)
Krenowicz (Chair), Ford, Mundy, Kearney, Ertner 2014-17

Consultative Committees (2)

- Sub Committee on Policy Review
2016-17 Abernethy (Chair), Cooper, Ford
2015-16 Abernethy (Chair), Cooper, Ford
- Long Range Real Estate Committee
2016-17 Mundy (Chair), Abernethy, Ricks
2015-16 Ford (Chair), Cooper, Abernethy

Internal Liaisons (2)

- College Affairs
2016-17 Mundy
2015-16 Mundy
- Foundation
2016-17 Ricks
2015-16 Ricks
- Student Success
2016-17 Ricks (Chair), Dorsch, Krenowicz
2015-16 Ricks (Chair), Dorsch, Krenowicz

External Liaisons (3)

- Oregon Community College Association - OCCA
2016-17 Ricks
2015-16 Ricks

- OSU-Cascades Advisory Board – (Official Appointment made by OSU President)
2016-17 Ford
2015-16 Ford

- ACCT Voting Delegate (Association of Community Colleges & Trustees)
2016-17 Joe Krenowicz (board member who attends the conference)
2015-16 Krenowicz