



CENTRAL OREGON  
COMMUNITY COLLEGE  
Board of Directors' Meeting – AGENDA  
Tuesday, March 17, 2015 – 7:30 PM  
Christiansen Board Room, Boyle Education Center

TIME**	ITEM	ENC.*	ACTION	PRESENTER
7:30 pm	I. Executive Session: ORS 192.660 (2) (a) Employment – Hiring Chief Executive Officer ORS 192.660 (1)(d) Labor Negotiations			
	II. Adjourn Executive Session			
	III. Convene Regular Board of Directors' Meeting – Open Session			
	IV. Hiring of Chief Executive Officer	4.*	X	Craska Cooper
	V. n/a			
7:45 pm	VI. <b>Call to Order</b>			Craska Cooper
7:45 pm	VII. <b>Introduction of Guests</b>			
	A. Faculty Recognition of Promotions and Tenure			Metcalfe <sup>P</sup> FF/Newby/Fisher <sup>P</sup>
7:46 pm	VIII. <b>Agenda Changes</b>			
7:47pm	IX. <b>Public Hearing and Testimony</b>			
	A.			
7:50 pm	X. <b>Consent Agenda***</b>			
	A. Minutes			
	1. Regular – February 11, 2015	10.a1	X	Smith
	2. Special Mtg. March 6, 2015	10.a2	X	
	B. Personnel			
	1. New Hire Report (Feb. 2015)	10.b1	X	Sorenson <sup>A</sup>
	C. Promotions (Faculty)	10.c	X	Metcalfe <sup>A</sup>
	D. Tenure (Faculty)	10.d	X	Metcalfe <sup>A</sup>
	E. Approval to Hire (Green)	10.e	X	Sorenson <sup>A</sup>
	F. Approval to Hire (Winans)	10.f	X	Sorenson <sup>A</sup>
	G. Financial Certification	10.g & 10.g1	X	Kimball <sup>A</sup>
7:55 pm	XI. <b>Information Items</b>			
	A. Financial Statements	11.a		Bloyer <sup>A</sup>
	B. Construction Projects -Update	11.b		McCoy <sup>A</sup>
	C. Tuition & Fees	11.c		Kimball <sup>P</sup>
	D. Housing Operations	11.d		Moore <sup>A</sup>
	E. Student Success	11.e		Ricks <sup>A</sup>
8:25 pm	XII. <b>Old Business</b>			
	A. 2 <sup>nd</sup> Reading – Accreditation	12.a		Metcalfe <sup>P</sup>
	1. Mid-Cycle Self-Evaluation Report	12.a1		
8:35 pm	XIII. <b>New Business</b>			
	A. Naming of Campus Center Bldg.	13.a	X	Metcalfe <sup>P</sup>
	B. ABS/OSEA Bargaining Agreement	13.b	X	Sorenson <sup>P</sup>

8:45 pm XIV. **Board of Directors' Operations**

A. Board Member Activities

8:55 pm XV. **President's Report**

A. Updates

1. Taste of the Town & Meal of the Year
2. 50<sup>th</sup> Anniversary Celebration

15.a2

Weaver [P]  
Metcalf

9:05 pm XVI. **Dates**

1. Wednesday, April 8, 2015 – Budget & Board of Directors Meetings  
6pm/7pm (Christiansen Board Room/Boyle Education Center Bldg.)
2. Friday, May 14, 2014 – 50<sup>th</sup> Anniversary Celebration Event  
4:00 to 7:00 p.m. Wille Hall-Campus Center Bldg.; Mazama Field  
Health Careers Center, Science Center.

XVII. **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, February 11, 2015– 6:00 PM  
Christiansen Board Room-Boyle Education Center

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PRESENT: Laura Craska Cooper, Anthony Dorsch, Charley Miller, Joe Krenowicz, David Ford, Lonn Johnston -Board Attorney, Dr. Shirley I. Metcalf-Interim -President, Julie Smith-Executive Assistant.

ABSENT: Vikki Ricks

INTRODUCTION OF GUESTS: Matt McCoy, Charles Abasa Nyarko, Dan Cecchini, Carol Higginbotham, Ron Paradis, Chad, Harris, Michael Fisher, Jerry Schulz, Sally Sorenson, Alicia Moore, Jenni Newby, Joe Viola, Lisa Bloyer, Kevin Kimball, David Dona, Gordon Price, Glenda Lantis, Julie Mosier, Cady-Mae Hunt, Emma Chaput, Dana Topliff, Deb Davies, Lynn Murray, Dawn Lane, Margaret Peterson, Paul Wheeler, Tony Russell, Shannon Waller, Jasmine Rockow-The Bulletin and others.

PUBLIC HEARING AND TESTIMONY:

COCC New Student Housing

Mr. Kurt Happala of Mahlum Architects, gave a PowerPoint presentation reviewing the history of COCC's decision to build new student housing, design considerations, the connection to the campus master plan and an update on the completion date. He reported that the project is cost in coming in under budget and one week ahead of schedule on the timeline.

CONSENT AGENDA:

Mr. Bruce Abernethy moved to approve the Consent Agenda (Exhibits: 5). Mr. David Ford seconded. MCU. Approved. M02/15:2

BE IT RESOLVED that the Board of Directors' approved the regular meeting Minutes of January 14, 2015 (Exhibits: 5.a1);

BE IT RESOLVED that the Board of Directors' reviewed and approved the January 2015 New Hire Report (Exhibit: 5.b1);

BE IT RESOLVED that the Board of Directors' does hereby approve the sabbaticals for Lynn Murray, Bob Reynolds, Rebecca Walker-Sands and Zelda Ziegler (Exhibit: 5.c).

### LOCAL CONTRACT REVIEW BOARD

The Board of Directors were apprised of the revisions to the Central Oregon Community College's Rules of Procurement that were originally adopted by the Board in March, 2005. The revisions/changes are intended to keep the College in agreement with the Participating Oregon Community Colleges (POCC) annual revision of the Rules of Procurement as amended by the POCC and the Oregon Revised Statutes and Oregon Administrative Rules.

Mr. Bruce Abernethy moved to approved the proposed changes to the Community College Rules of Procurement (CCRP). Mr. David Ford seconded. MCU. Approved M02/15:2

### INFORMATION ITEMS:

#### Financial Statements – (Exhibit: 7.a)

The Board of Directors' were apprised of the December 2014 Financial Statements.

#### Construction Update – (Exhibit: 7.b)

The Board of Directors' were apprised of the monthly (January 2015) Construction Projects Updates for -

- Information Technology
- Pioneer and Ponderosa ADA bathrooms renovation – Bend Campus
- CCB Phase 1 Remodel
- Ochoco Remodel
- Pioneer Rm 232 Remodel
- Residence Hall Status Report – Bend Campus.

#### Housing Operations – Update (Exhibit: 7.c)

Ms. Alicia Moore-Director of Student and Enrollment Services reviewed that the interview process for the Student Housing Marketing & Summer Conferences Coordinator position has started; the Student Housing budget will be presented to the Board at their March Board meeting; and the “Learn Here, Live Here, Play Here” brochure emphasizes Health Careers, Science, and Housing new construction.

#### Faculty Forum Report (Exhibit: 7.d)

The Faculty Forum Executive Committee plans to provide a written and/or oral report to the Board each month as a way of directly informing the Board regarding faculty activities and opportunities. The FF currently has 179 members – 124 full time faculty members and 55 adjunct members. The college also employs over 150 part time faculty members. The FF is working on a faculty survey that aims to assess state of faculty in terms of policies, directions for goals, and current faculty climate.

#### Student Success Committee Report (Exhibit: 7.e)

The Student Success Committee Report reviewed the following:

- Strategic Plan Connection
- Introduction and COCC History
- New Student Orientation
- Academic Advising
- Career Services
- Student Success Courses, and
- Future Directions.

OLD BUSINESS:

Accreditation – Mid-Cycle Evaluation Report – 1<sup>st</sup> Reading and Mid-Cycle Self-Study (Exhibits: 8.a and 8.a1)

President Metcalf reviewed the 1<sup>st</sup> Reading of the college's Mid-Cycle Evaluation Report which needs to be approved and submitted to the Northwest Commission on Colleges and Universities (NWCCU) by Thursday, March 26, 2015. The NWCCU Site-Visit will take place on campus April 23 & 24.

Board Members Laura Craska Cooper and Bruce Abernethy volunteered to be available to represent the Board of Directors in discussion with the Accreditation Site-Visit team members.

NEW BUSINESS:

New Student Housing: 2015-16 Room & Board Rates (Exhibit: 9.a)

Ms. Alicia Moore-Dean of Student and Enrollment Services and Mr. Kevin Kimball-Chief Financial Officer reported that each year staff brings student housing and board rates to the Board of Directors for review and approval.

Mr. Joe Krenowicz moved to approve the 2015-16 new student housing room and board rates as proposed in (Exhibit: 9.a). Mr. Charley Miller seconded. MCU. Approved. M02/15:3

BOARD OF DIRECTORS OPERATIONS:

Board Member Activities

- |               |  |
|---------------|--|
| Mr. Miller    | Presidential Candidate Interviews<br>Special Meetings re: Presidential Search Process<br>Presidential Candidate Dinners  |
| Mr. Ford      | Presidential Candidate Interviews<br>Special Meetings re: Presidential Search Process<br>Presidential Candidate Dinners<br>Meeting w/Kelly Sparks – OSU-Cascades<br>OSU-Cascades Advisory Board Mtg. |
| Mr. Abernethy | Presidential Candidate Interviews<br>Special Meetings re: Presidential Search Process<br>Presidential Candidate Dinners<br>Reviewing Board Governance Policies                                       |
| Mr. Krenowicz | Presidential Candidate Interviews<br>Special Meetings re: Presidential Search Process<br>Presidential Candidate Dinners<br>Presidential Candidates Madras Campus Presentations                       |
| Mr. Dorsch    | Presidential Candidate Interviews<br>Presidential Candidates Redmond Campus Presentations  |

Ms. Craska Cooper Presidential Candidate Interviews  
Special Meetings re: Presidential Search Process  
Presidential Candidate Dinners  
Breakfast with all Presidential Candidates  
Presidential Candidates Prineville Campus Presentations  
OSU-Cascades Advisory Board Meeting

### Presidential Search Update

Ms. Laura Craska Cooper-Board Chair reported that the Presidential Search process has been going well and announced that the presidential site team members visited Dr. Tony Miksa's campus reporting that they interviewed faculty, board members and various other members of Dr. Miksa's campus and all feedback was positive. Chair Craska Cooper stated that a formal announcement would be made at a special Board of Directors meeting to be scheduled before the March 11 board meeting.

### PRESIDENT'S REPORT

#### OSU-Cascades

Mr. Kevin Kimball-CFO reported that the bond for Cascades Hall is scheduled for pay-off by May 1, 2015 and noted that discussions are ongoing with OSU-Cascades regarding their interest in continued occupancy of Cascades Hall.

#### Certified in the Governance of Enterprise Information Technology - CGEIT

President Metcalf reported that Mr. Dan Cecchini-Chief Information Officer recently received his CGEIT certification. The CGEIT exam is given several times per year on the exact same day around the world. Dan didn't take "boot camp" classes in preparation to pass the exam, he studied on his own and PASSED the exam with a total scaled score of 629 – his score was in the top 5 percentile of those testing. "Congratulations Dan!"

#### Allied Health & Nursing Programs

Dr. Chad Harris-Instructional Dean gave a PowerPoint presentation reviewing the Nursing, Allied Health and HHP programs. He reported that the faculty does a great job supporting these programs, which include program accreditation, student completion rates, and job placement rates. Dr. Harris thanked the faculty who attended the Board meeting for their good work: Margaret Peterson, Dawn Lane, Deb Davies, Lynn Murray, Dana Topliff and Shannon Waller.

#### 50<sup>th</sup> Anniversary Celebration Event – May 14, 2015, 4:00 to 7:00 p.m.

President Metcalf reviewed that the upcoming 50<sup>th</sup> Anniversary Celebration Event on Thursday, May 14 will be to celebrate the college's 50 years on the Bend – Awbrey Butte campus – the day's events will be at various locations on campus.

**ADJOURN 9:05 PM**

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Ms. Laura Craska Cooper, Board Chair

\_\_\_\_\_  
Dr. Shirley I. Metcalf, Interim President



CENTRAL OREGON COMMUNITY COLLEGE  
Special Board of Directors' Meeting – MINUTES  
Friday, March 6, 2015 – 12:00 PM  
Christiansen Board Room-Boyle Education Center

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The Board of Directors met in Executive Session: ORS 192.660 (1)(a)  
Employment of Public Officers, Employees, Agents

PRESENT: Laura Craska Cooper, Bruce Abernethy- by phone, Charley Miller, Vikki Ricks, Joe Krenowicz, Anthony Dorsch, David Ford, Lonn Johnston-by phone-Board Attorney, Ron Paradis, Jasmine Rockow-The Bulletin

1:30 pm Adjournment of Executive Session  
1:30 pm Convene into Open Session

PRESENT: Laura Craska Cooper, Bruce Abernethy- by phone, Charley Miller, Vikki Ricks, Joe Krenowicz, Anthony Dorsch, David Ford, Lonn Johnston-by phone-Board Attorney, Dr. Shirley I. Metcalf-Interim President, Julie Smith-Executive Assistant.

INTRODUCTION OF GUESTS: Dan Cecchini, Ron Paradis, Vickery Viles, Kevin Kimball, Kathy Smith, Alicia Moore, Tony Russell, Aimee Metcalf, Peter Meyer, Carol Higginbotham, Sara Henson, Renee Brazeau-Asher, Matt McCoy, Diana Glenn, Cady-Mae Hunt, Sally Sorenson, Jennifer Peters, Jasmine Rockow-The Bulletin and others.

Laura Craska Cooper, board chair, reported that the Board of Directors after having spoken with all of the college's constituency group representatives and receiving overwhelming approval to appoint Dr. Shirley I. Metcalf as the next president; was thrilled to announce that the Board of Directors will move forward with the negotiations to hire Dr. Shirley I. Metcalf as the college's fifth president.

Mr. Anthony Dorsch moved that the Board of Directors do hereby grant authority to the Board Chair to enter into negotiations which will allow the Board of Directors to name Dr. Shirley I. Metcalf as the fifth president of Central Oregon Community College at the March 17, 2015 Board of Directors meeting. Mr. David Ford seconded. MCU. Approved. M03/15:1

The meeting attendees responded to the announcement and motion with a standing ovation for Dr. Shirley I. Metcalf.

Dr. Shirley Metcalf expressed her gratitude saying - "Thank you; it is an honor and a privilege to accept this appointment as the fifth president of Central Oregon Community College. Thank you for giving me this opportunity, I love the faculty, staff, students and this community, I won't let you down."

ADJOURN 1:50 PM

APPROVED;

ATTEST TO;

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Ms. Laura Craska Cooper, Board Chair

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Dr. Shirley I. Metcalf, Interim President



**Central Oregon Community College**

**Board of Directors**

**NEW HIRE REPORT – February 2015**

<u>Name</u>	<u>Date Hired</u>	<u>Location</u>	<u>Job Title</u>
<b>Classified Part Time</b>			
Wolf, Kirsteen	02/09/2015	Bend	NonInstructional Sched
<b>Temporary Hourly</b>			
Camp, Shawn	2/25/2015	Bend	EMT Lab Assistant
Cardenas, Pamela	2/23/2015	Madras	Foreign Lang Sub
Cristiano, Ross	2/4/2015	Bend	Simulator Operator
Daniel, Gabriel	2/5/2015	Bend	Simulator Operator
Davis, Micah	2/2/2015	Bend	AutoToolRoomAssist2
Jenness, Tyler	2/4/2015	Bend	Aviation Tutor
Samuel, Joshua	2/10/2015	Bend	Math Tutor
Sims, Andrew	2/4/2015	Bend	Simulator Operator
Turrio, Ilaria	2/17/2015	Bend	Foreign Lang Sub

CENTRAL OREGON COMMUNITY COLLEGE  
Board of Directors

**RESOLUTION**

*Prepared by: Zelda Ziegler and Cat Finney, Co-Chairs of Promotions Committee*

**A. Action Under Consideration**

**Promotion of faculty.**

**B. Discussion/History**

Promotion recommendations are made in accordance with College policies G-6-9, HR-9-1.1 and HR-9-1.3. The recommendations for Associate Professor and Professor meet the policy quota of not more than 10% of the total number of full time faculty positions.

The Promotions Committee felt, and the President concurs, that the candidates selected are all worthy and should be promoted.

**C. Options/Analysis**

Accept the promotion recommendations.  
Decline to accept the recommendations and refer back to the committee.

**D. Timing**

It would be helpful to take action at this meeting so all work by the committee could be completed by the end of the term.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College promote the faculty as recommended by the Promotion Committee:

**Assistant Professor I to Assistant Professor II**

Brian Bubak– Emergency Medical Services  
Bill Cravis – Art  
Jennifer Cruickshank – Health & Human Performance  
Sarah Fuller – Biology  
Murray Godfrey – History  
Ken Swartwout – Computer & Information Systems  
Forrest Towne – Chemistry  
Wayne Yeatman – Cascade Culinary Institute

### **Assistant II to Associate Professor**

Kevin Grove – Physics & Engineering  
Tim Peterson – Health & Human Performance  
Donna Raymond – Mathematics  
Chris Rubio – Humanities  
Dana Topliff – Nursing

### **Associate to Professor**

Lew Cousineau – Computer & Information Systems  
Michele Decker – Nursing  
Julie Gonsalves – Biology  
Amy Harper – Anthropology  
Scott Hays – Business Administration  
Bev Jackson – Health Information Technology

### **F. Budget Impact**

Promotions are provided for in the budget.

## **2015-16 Promotion Recommendations**

### **From Assistant Professor I to Assistant Professor II:**

**Brian Bubak**, a native Oregonian, is in his third year as a full-time instructor of Emergency Medical Services at Central Oregon Community College. He came to the college as a street-level advanced life-support provider in Salem with a passion for education. He serves the local community as a Volunteer Paramedic/Firefighter for the Cloverdale Rural Fire Protection District outside of Sisters. He is also the District's EMS Coordinator and chief EMS educator.

**Bill Cravis** is full-time faculty in Fine Arts and Communication Department, Visual Arts program, where he teaches Sculpture and 3D Design classes. Bill returned to higher education in his mid-thirties, via community college classes in Berkeley CA, and ultimately earned a BFA from California College of the Arts (2002) and an MFA from Carnegie Mellon University (2006). He feels his background gives him insight about the challenges faced by community college students, young and old—in his words: "It's a pleasure to watch art students as they transcend limiting beliefs about their own creative potential."

**Jenny Cruickshank** feels lucky to be able to share her creative and energetic self with the community. Whether teaching "Introduction to Sports Science", "Sport and Exercise Physiology", "Total Fitness", "Academic Planning and Success", she encourages her students and clients to take well-planned risks and design strategic endeavors for success. With a B.S. in Exercise Physiology from Colorado State University, and an M.S. in Human Movement and Sport Psychology, Jenny provides a dynamic addition to the COCC community. In her words: "I thrive on the adventure of discovering new ways to live our lives to the fullest. I love instilling in others that the possibilities are endless and our rich experiences, whether good or bad, hold answers to moving forward. So dust off your boots, pull up those britches and let's jump to it!"

In the Biology classroom, **Sarah Fuller** is passionate about getting non-scientists to understand how scientific process reveals a beautifully intricate understanding of life. Through new and engaging classroom and lab activities, she is getting students to see patterns in nature, interpret

scientific information, and think critically about the world. Sarah is using her prior professional experience in botany and ecological restoration to get students involved in project-based learning. She enjoys using her connections to the natural resource management community in Central Oregon to help students connect those projects to habitat conservation, food production, and environmental quality issues through field trips to local businesses and natural areas.

**Murray A. Godfrey** grew up in south Texas and graduated from Texas State University with a Master of Arts in history in 2010, specializing in the history of colonial America and Native Americans in New England. From 2010 to 2012 he taught American history for the community college systems in Austin and San Antonio, TX. Since 2012, he has had the pleasure of teaching for COCC as well as exploring the rich background of Central Oregon and the Northwest.

**Ken Swartwout** became a full-time faculty member in 2011. He earned a B.S. in Computer & Information Science in 2003 and a M.Ed. in 2008, both from the University of Oregon. Over the past four years, Ken has served the CIS department by both developing and teaching a variety of courses including web development, Microsoft Excel and several computer programming courses. Ken is an active community member as he teaches introductory computer science courses at a local high school and serves as a member of the CIS advisory council. At the state level, he contributed to the Associate of Science/Oregon Transfer Degree in Computer Science.

**Forrest Towne** has been at COCC since 2012, and teaches the full range of chemistry courses here at the college, where he uses his science education background to implement research proven pedagogy in his classes. Forrest obtained his B.S. in chemistry at George Fox University in Newberg, Oregon and his Ph.D. in chemistry at The University of Montana in Missoula. Forrest grew up in Springfield, Oregon and loves being in the outdoors with his wife and two boys.

**Chef Yeatman** worked within the restaurant industry since 1986 and in post-secondary education since 2005. Yeatman holds an Associates Degree in Culinary Arts – Newberry College, a Bachelors Degree in Hotel Restaurant Management – University of Massachusetts Amherst and a Masters Degree in Business Administration – Texas State University. Chef Yeatman has held management positions in both front and back of the house in both fine and casual dining realms. Yeatman's background lends itself to foundation cooking courses, garde manger and career preparation due to the diversity of his restaurant industry work experience and education. When he is not working, Chef Yeatman enjoys his family, wine and music.

### **From Assistant Professor II to Associate Professor:**

**Kevin Grove** is a professor of Engineering, Physics, and Snow Science. He is on the board of The Environmental Center and Central Oregon Avalanche Association. He works hard to help imbed sustainability into the daily lives of Central Oregonians as well as to increase avalanche safety in Central Oregon. He is working to establish an avalanche forecast center in Oregon. He also loves to ski, to climb mountains, and to enjoy the wonders of nature in the great outdoors.

**Tim Peterson** has taught in COCC's Outdoor Leadership program since 2008. During that time he has continued summer work as a Mountain Guide, primarily in Oregon and California. Prior to COCC, he was at OSU-Cascades, coordinating the outdoor program and teaching in the Outdoor Recreation Leadership and Tourism degree. Tim completed his M.A. of Adventure Education from Prescott College in Arizona, and received a B.A. in History from Bucknell University. For 4 years, Tim served as the primary faculty in a private travelling school, conducting curriculum around extensive adventure trips to various worldwide locations. Tim

served on the board of directors for REALMS and currently sits on the board of directors for the Central Oregon Avalanche Association. Tim has lived in Bend since 2002 with his wife, who is also an educator, and their 2 young sons.

**Donna Raymond** graduated Summa Cum Laude with a BS in Business Administration from The University of Hartford—her major was in Economics and Finance and her minor was in Mathematics. Her first MS degree is in Theoretical Probability and Statistics, earned at the University of Cambridge. She started PhD work in Theoretical Probability and Statistics at University of St Andrews, Scotland and transferred to the University of New Mexico, completing all course work for a PhD and--exiting with a second MS—with the possibility of pursuing completion of her doctorate once her children are grown. This is Donna's eighth year teaching in the Mathematics Department at COCC, teaching everything from Math 20 to Math 253 and focusing on Math 243 and 244, the Probability and Statistics courses.

**Chris Rubio** joined COCC the summer of 2009 after teaching full-time for 21 years at a community college in Sacramento, CA. Since her arrival here, she has developed and taught a course on multicultural literature, taught in one of COCC's first cultural learning communities, been actively involved in the events for the Multicultural Center (including co-facilitating staff and student workshops for Safe Zone), and immediately completed the hybrid and online training and has taught online since Fall of 2009. A leader in her department, she has chaired the Humanities Composition Committee since the Fall of 2011 and has served on several campus committees including hiring committees.

**Dana Topliff** is currently the chair of the Nursing Department at COCC. Prior to moving to Bend in 2005, she taught Leadership and Team Development at a university in California while employed as an RN. Dana started at COCC teaching a phlebotomy class through the Community Education Department in 2006, was then asked to teach in the Nursing Assistant program and first year nursing, and shortly afterwards was hired as a full-time tenure track faculty teaching second year nursing.

#### **From Associate Professor to Professor:**

**Lew Cousineau** became a full-time faculty member in 2002 after teaching part-time for several terms. He earned a B.S. in Industrial and Management Engineering from Montana State and an M.B.A. from Seattle University. Lew has served the CIS department for thirteen years teaching programming, Microsoft Excel, and a variety of database courses. He has been Chair of the CIS department, a mentor to junior faculty, and Chair of both Chairmoot and Academic Affairs. His students appreciate his humor and easy nature while learning the ins and outs of complicated spreadsheet functions and MySQL statements to interact with large data sets.

**Michele Decker** is celebrating her 26th year as a Nurse Educator, the last 10 at COCC. She began her teaching career at Chemeketa Community College, and was recruited to come to COCC as faculty, program director and Chair in 2005. Together with the Nursing Faculty, Michele worked very hard to develop a leading Nursing program in Oregon. Michele holds four degrees- BS Community Health Education from Oregon State University, BSN and MSN in Nursing from Oregon Health Sciences University, and an MEd in Community College Teaching and Leadership from Oregon State University and, as she says: "I am so fortunate to absolutely LOVE my job!"

**Julie Hood Gonsalves** has a B.S. and M.S. in Nutrition Science from Oregon State University and an Ed.D. in Educational Leadership from Lewis and Clark College. She has been with COCC since 1980, when she began her teaching career through Community Education. While maintaining a private practice in nutrition at Bend Memorial Clinic, she worked part time in the

Science Department, beginning in 1988, and continued with that until 2001, when she was hired full time. She is currently teaching Human Biology courses, including anatomy and physiology, and nutrition. She particularly enjoys developing analytical and critical thinking skills in her students.

**Amy Harper** received her PhD in Anthropology from the University of Massachusetts-Amherst in 2002. Her dissertation research, conducted in Berlin, Germany, explored how discursive encounters with foreign residents reshape and challenge notions of belonging. She began working at COCC in September 2002 as Assistant Professor I of Anthropology. As a broadly trained anthropologist, Amy was responsible for the entire spectrum of anthropology course offerings (from Cultural Anthropology, to Archaeology, to Biological Anthropology). As a cultural anthropologist with linguistic interests, she has worked to develop courses such as *Language and Culture*, *Gender and Sexuality in Anthropological Perspective*, and *Food and Culture*. She teaches at both the Bend and Redmond campuses and will add the Madras campus to her rotation in the Spring. Amy is also now chair of the newly created World Languages and Cultures Department. Over the course of her time at COCC, she has presented at national and international conferences, was awarded a Fulbright Grant to participate in a workshop on Muslim minorities in France and Germany, and has served as the editor of *Voices*, a section journal of the American Anthropological Association. Students remain at the core of what Amy does. She continues to find the challenge of opening students up to new perspectives and encouraging their critical inquisitiveness while exploring the ways in which our local and global lives intersect to be a rewarding and energizing experience.

**Scott Hays** joined COCC's Business Department in 2002. He earned a B.S. in Business Administration (Accounting) from California State University, Chico, an M.B.A. from California State University, Bakersfield, and his Ph.D. from University of Idaho. In Scott's earlier career, he worked in the accounting profession and earned his CPA license while employed at the international accounting firm PriceWaterhouse. Since joining the College, he has taught a variety of accounting and business courses. He has also served as Chair of both the Business Department and CTE Council. Scott's students appreciate his extensive knowledge of accounting and business and the way he shares "real world" experiences in the classroom.

As the Director of HIT **Bev Jackson** has created seven new courses, infused multiple transitions from the healthcare industry into the curriculum and maintained one of the highest pass rates in the country on the national RHIT exam (100% for 10 years, for students taking the exam within the year following graduation). She chairs the ICD-10-CM Committee for the Oregon Health Information Management Association, and works with area hospitals to help them prepare for the imminent transition to a new medical coding system in October 2015. During her tenure at COCC Bev has had the privilege of working in a profession that facilitates positive change. For many students graduating from the COCC HIT Program it is a life-transforming experience that provides an opportunity to develop self-confidence, self-sufficiency and a sustainable career. As she says: "For an instructor, it just doesn't get any better than that!"

Exhibit: 10.d  
March 17, 2015  
Approval: \_\_\_ Yes \_\_\_ No  
Motion: \_\_\_

CENTRAL OREGON COMMUNITY COLLEGE  
Board of Directors

**RESOLUTION**

*Prepared by: Ralph Phillips (Chair), Dr. Julie Downing, Dr. Jennifer Newby, Dr. Tom Barry, Scott Hays, Kevin Grove*

**A. Action Under Consideration**

**Approve tenure** for: Dr. Justin Borowsky, Mr. Monte Cheney, Mr. Josh Evans, Dr. Annemarie Hamlin, Dr. Tony Russell

**B. Discussion/History**

The tenure process is the culmination of five years of probationary teaching at Central Oregon Community College. In order for these recommendations to reach the Board of Directors, the following activities have taken place:

1. Four years of evaluation by a peer team and a designated evaluator. This process has included numerous classroom observations, discussions of objectives with the instructor, examination of materials and focus group meetings with students.
2. Five years of student evaluations carried out in all courses within one quarter of each of the five years.
3. Class visits by the Vice President for Instruction or an instructional dean in the second year.
4. Annual evaluations by the designated evaluator.
5. Annual Reports of Service.
6. Recommendation for tenure by the designated evaluator.
7. Recommendation for tenure by the Vice President for Instruction after a comprehensive review of the files.
8. Comprehensive review of files by the Tenure Committee and recommendation to the President.

**Justin Borowsky** earned his Masters of Communication and Information Studies in 2007 from Rutgers University. Since starting at COCC in 2010, he completed his Ph.D. in Human Communication from the University of Denver. Justin teaches Speech courses that prepare students to be excellent public speakers and to communicate effectively one-on-one as well as in small groups. He has been active on campus as demonstrated by his membership several committees per year. Justin is passionate about student service learning and incorporates it into his courses. He has become a sought-after expert nation-wide in the field of hostage negotiations and dispute resolution. He excels in communicating ideas to students and faculty and is worthy of Tenure.

**Monte Cheney**, an Associate Professor of Mathematics, has graciously served COCC and our students for thirteen years—from 1998 to 2006 and then starting again from 2010. He earned his M.S. in Mathematics in 1994 and an M.S. in Statistics in 1998, both from Washington State University. Monte focuses on introductory math classes now and it is obvious that the students highly respect and appreciate his efforts to prepare them. He is the consummate educator with students as his top priority, and is worthy of Tenure.

**Annmarie Hamlin** earned both her Masters and Ph.D. in English from Claremont Graduate School. She represents COCC as an Associate Professor in English. Students frequently comment on her accessibility, rigor, kindness, and encouraging, quick feedback. Annemarie is seriously involved in instruction, campus activities, and the community. Professional and humble, she helps fellow faculty become better teachers and is worthy of Tenure.

**Josh Evans** has been with COCC and the Foreign Languages department since 2010. He earned his Masters in Spanish in 2004 from Bowling Green State University. Josh is a natural teacher who creates a comfortable and safe learning environment, while setting high expectations of himself and of students. He has Chaired two committees and participates regularly in peer teams and hiring committees. He unites our community with language and music, and is worthy of Tenure.

**Tony Russell** earned both his Masters and Ph.D. in English from Purdue University. He started at COCC in 2010 and has helped the English department in several ways, including the creation of new and exciting classes and becoming a Quality Matters reviewer to improve our growing use of online course delivery. Tony has served the college well with work on the Faculty Forum Executive Committee, the Assessment and Accreditation team and the College Theme team. He enhances the core strengths of our college and is worthy of Tenure.



**C. Options/Analysis**

Grant tenure to Dr. Justin Borowsky, Mr. Monte Cheney, Mr. Josh Evans, Dr. Annemarie Hamlin, Dr. Tony Russell

Decline granting tenure for Dr. Justin Borowsky, Mr. Monte Cheney, Mr. Josh Evans, Dr. Annemarie Hamlin, Dr. Tony Russell

**D. Timing**

Tenure is effective with the 2015-16 academic year.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College grants tenure to Dr. Justin Borowsky, Mr. Monte Cheney, Mr. Josh Evans, Dr. Annemarie Hamlin, Dr. Tony Russell

**F. Budget Impact**

None

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by Sally Sorenson-Director of Human Resources

**A. Action Under Consideration**

Approve employment contract for **JEREMY GREEN**, COCC Madras Campus Administrator position.

**B. Discussion/History**

The employment contract for JEREMY GREEN is for an administrative position. This position was filled through a Regional search.

**C. Options/Analysis**

Approve the employment contract for JEREMY GREEN.  
Decline approval of the employment contract for JEREMY GREEN.

**D. Timing**

This position is appointed for an 12-month employment contract each fiscal year. For the 2014-15 fiscal year the initial employment contract period will be from March 1, 2015 through June 30, 2015. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College hereby approve the employment contract for JEREMY GREEN.

**F. Budget Impact**

The salary conforms to the current approved Administrative salary schedule.

**G. Miscellaneous**

Mr. Green received his Master of Arts degree from Michigan State University, and his Bachelor of Arts from Vanguard University. Mr. Green currently holds a position of Associate Professor (Tenured) at Oregon State University working with youth development programs in Crook County, for the last seven years. Mr. Green's work with agriculture programs and under-represented populations in Crook County aligns perfectly with COCC's plan to implement an agricultural program in Jefferson County. Prior to OSU, Mr. Green was an Assistant Professor at the University of Wyoming and County Director; providing strategic vision, management of, and oversight to community driven Extension Education Programs.

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Sally Sorenson-Director of Human Resources

**A. Action Under Consideration**

Approve employment contract for **JESSICA WINANS**, Director of E-Learning position.

**B. Discussion/History**

The employment contract for JESSICA WINANS is for an administrative position. This position was filled through a Regional search.

**C. Options/Analysis**

Approve the employment contract for JESSICA WINANS.  
Decline approval of the employment contract for JESSICA WINANS.

**D. Timing**

This position is appointed for an 12-month employment contract each fiscal year. For the 2014-15 fiscal year the initial employment contract period will be from May 1, 2015 through June 30, 2015. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College hereby approve the employment contract for JESSICA WINANS.

**F. Budget Impact**

The salary conforms to the current approved Administrative salary schedule.

**G. Miscellaneous**

Ms. Winans received her M.A. from Michigan State University in the areas of Teaching and Curriculum, and is working on her Ph.D in Higher Education Leadership at Colorado State University. She has experience as an Instructional Designer and instructor at both University Montana Western and College of Southern Idaho. Since 2012, Ms. Winans has been the Director of eLearning at University of Montana Western. While in this position one of her areas of focus has been design and delivery of faculty training, using the Learning Management System and working in the online environment.



**CENTRAL OREGON**  
community college

Exhibit: 10.g  
March 17, 2015

FISCAL SERVICES  
Telephone 541.383.7220  
Fax 541.383.7505

March 10, 2015

To: Dr. Shirley Metcalf

Re: Financial Certification

We have reviewed the annual audit report of Central Oregon Community College for the year ended June 30, 2014. Based on our knowledge, the information contained in the annual report does not contain any untrue statement of a material fact or omission of a necessary material fact that makes the statements misleading. Based upon our knowledge, the financial statements present, in all material respects, the financial condition, and results of operations of Central Oregon Community College for the period presented.

A handwritten signature in black ink, appearing to read "Kevin E. Kimball".

Kevin E. Kimball  
Chief Financial Officer

A handwritten signature in blue ink, appearing to read "David L. Dona".

David L. Dona  
Associate Chief Financial Officer

A handwritten signature in black ink, appearing to read "Lisa M. Bloyer".

Lisa M. Bloyer  
Director of Accounting



**CENTRAL OREGON**  
community college

**Exhibit: 10.g1**  
**March 17, 2015**

**OFFICE OF THE PRESIDENT**

Telephone: 541-383-7201

Email: smetcalf@cocc.edu

TO: Board of Directors

RE: Financial Certification

I have reviewed the annual audit report of Central Oregon Community College for the year ended June 30, 2014.

Based on my knowledge, the information contained in the annual report does not contain any untrue statement of a material fact or omission of a necessary material fact that makes the statements misleading.

Based on my knowledge, the financial statements present, in all material respects, the financial condition, and results of operations of Central Oregon Community College for the period presented.

A handwritten signature in blue ink, reading "Shirley I. Metcalf".

Dr. Shirley I. Metcalf  
President

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

**Cash and Investments**

The Colleges' operating cash balances currently total \$39.1 million. The January average yield for the Local Government Investment Pool remains unchanged.

The bond proceeds held in cash totals \$10 million as of the end of January. The construction spend rate is approximately \$1.6 million per month.

**General Fund Revenues**

The College received the third state aid payment of \$1.9 million. The budgeted transfers-in have been posted for the year including \$300,000 from the PERS Reserve.

**General Fund Expenses**

The expenses include the approved inter-fund transfers-out for the fiscal year required at this point in time.

**Budget Compliance**

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of January 31, 2015

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
<b>Cash in State Investment Pool</b>			
4089 - General operating fund	\$ 38,220,000		
5482 - Debt service fund			\$ 486,614
3624 - Robert Clark Trust			\$ 371,111
3816 - General obligation bond funds		\$ 1,043,025	
3844 - Technology Center retention		\$ 51,535	
3707 - Residence Hall bond funds		\$ 8,460,619	
3948 - Residence Hall retention		\$ 460,978	
January Average Yield .50%			
<b>Cash in USNB</b>	\$ 901,126		
<b>Cash on Hand</b>	\$ 4,300		
Total Cash	<u>\$ 39,125,426</u>	<u>\$ 10,016,157</u>	<u>\$ 857,725</u>

**Central Oregon Community College**  
**Monthly Budget Status**  
 January 2015

**Exhibit 11a**  
 17-Mar-15

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<b>Revenues</b>					
District Property Taxes:					
Current Taxes	\$ 13,022,000	\$ 12,229,664	\$ (792,336)	93.9%	94.4%
Prior Taxes	773,000	354,761	(418,239)	45.9%	50.1%
Tuition and fees	16,980,000	11,990,217	(4,989,783)	70.6%	66.8%
State Aid	7,783,000	5,719,757	(2,063,243)	73.5%	82.0%
Interest & Misc. Income	75,000	695	(74,305)	0.9%	125.5%
Transfer-In	2,104,000	2,079,000	(25,000)	98.8%	100.0%
<b>Total Revenues</b>	<b>\$ 40,737,000</b>	<b>\$ 32,374,093</b>	<b>\$ (8,362,907)</b>		
<b>Expenses by Function</b>					
Instruction	\$ 18,508,768	\$ 9,460,786	\$ 9,047,982	51.1%	49.2%
Academic Support	2,944,131	1,539,519	1,404,612	52.3%	47.8%
Student Services	4,613,570	2,428,649	2,184,921	52.6%	50.9%
College Support	4,964,861	2,783,251	2,181,610	56.1%	55.3%
Plant Operations and Maintenance	4,527,569	2,279,871	2,247,698	50.4%	48.0%
Information Technology	3,975,475	2,185,141	1,790,334	55.0%	55.3%
Financial Aid	52,897	39,818	13,079	75.3%	59.4%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,345,615	2,337,301	8,315	99.7%	99.8%
<b>Total Expenses</b>	<b>\$ 42,732,886</b>	<b>\$ 23,054,335</b>	<b>\$ 19,678,551</b>		
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,995,886)</b>	<b>\$ 9,319,758</b>	<b>\$ 11,315,644</b>		



**Central Oregon Community College**  
**Monthly Budget Status**  
 January 2015

**Exhibit 11a**  
 17-Mar-15

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<b><u>Non General Funds</u></b>					
<b>Debt Service Fund</b>					
Revenues	\$ 10,274,513	\$ 4,359,952	\$ (5,914,561)	42.4%	85.3%
Expenses	10,459,337	2,849,228	7,610,109	27.2%	49.7%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (184,824)</b>	<b>\$ 1,510,724</b>	<b>\$ 1,695,548</b>		
<b>Grants and Contracts Fund</b>					
Revenues	\$ 1,739,289	\$ 406,081	\$ (1,333,208)	23.4%	21.5%
Expenses	1,815,260	711,807	1,103,453	39.2%	33.8%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (75,971)</b>	<b>\$ (305,727)</b>	<b>\$ (229,756)</b>		
<b>Capital Projects Fund</b>					
Revenues	\$ 15,829,844	\$ 4,503,760	\$ (11,326,084)	28.5%	6.6%
Expenses	38,683,419	11,231,995	27,451,424	29.0%	25.4%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (22,853,575)</b>	<b>\$ (6,728,236)</b>	<b>\$ 16,125,339</b>		
<b>Enterprise Fund</b>					
Revenues	\$ 6,247,103	\$ 2,790,502	\$ (3,456,601)	44.7%	42.4%
Expenses	6,940,222	2,914,590	4,025,632	42.0%	37.9%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (693,119)</b>	<b>\$ (124,088)</b>	<b>\$ 569,031</b>		
<b>Auxiliary Fund</b>					
Revenues	\$ 9,215,862	\$ 5,517,010	\$ (3,698,852)	59.9%	61.4%
Expenses	10,299,434	6,191,840	4,107,594	60.1%	56.3%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,083,572)</b>	<b>\$ (674,830)</b>	<b>\$ 408,742</b>		
<b>Reserve Fund</b>					
Revenues	\$ 11,455	\$ -	\$ (11,455)	0.0%	0.0%
Expenses	480,000	346,909	133,091	72.3%	73.8%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (468,545)</b>	<b>\$ (346,909)</b>	<b>\$ 121,636</b>		
<b>Financial Aid Fund</b>					
Revenues	\$ 21,343,788	\$ 10,326,573	\$ (11,017,215)	48.4%	52.0%
Expenses	21,369,235	10,662,548	10,706,687	49.9%	53.0%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (25,447)</b>	<b>\$ (335,975)</b>	<b>\$ (310,528)</b>		
<b>Internal Service Fund</b>					
Revenues	\$ 390,902	\$ 143,377	\$ (247,525)	36.7%	40.9%
Expenses	393,516	150,631	242,885	38.3%	44.9%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (2,614)</b>	<b>\$ (7,254)</b>	<b>\$ (4,640)</b>		
<b>Trust and Agency Fund</b>					
Revenues	\$ 1,888	\$ 1,085	\$ (803)	57.5%	58.8%
Expenses	3,500	2,000	1,500	57.1%	55.6%
<b>Revenues Over/(Under) Expenses</b>	<b>\$ (1,612)</b>	<b>\$ (915)</b>	<b>\$ 697</b>		

## CCB Phase 1 Remodel – Feb. 2015 Update

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### **Scope**

When the Campus Center Building was built, future capacity was included for the possible residence hall. Since the Residence Hall will be coming online in Fall of 2015, the planned capacity needs to be added to come online at the same time. The remodel will include added servery stations, dry and cold storage, seating and catering storage.

### **Budget Status**

The budget is \$575,000.

### **Change Order Activity**

N/A.

### **Schedule Status**

The remodel will be done over Summer Quarter 2015 and be open for Fall Quarter 2015.

### **Recent Activity**

The project charter was approved and we are moving ahead with getting the Architect contracted for the remainder of the project scope.

### **Activity Next Month**

Move ahead with biddable documents; continue to refine the construction estimate.

**Campus Center Building Remodel Phase 1  
Project Charter  
February 9, 2015**

**Rationale**

When the Campus Center Building was built to accommodate a certain number of students, additional capacity was planned for in the design. As the student population has grown and the Residence Hall will add even more demands to seating and the servery, that planned capacity needs to be implemented.

**Project Objectives**

Increase seating capacity in the seating area.  
Increase servery capacity in the Food Services area.

**Scope of Effort**

The remodel primarily needs to accommodate:

- Add seating to the dining area to bring seating capacity to approximately 400.
- Remodel game room into an open area (possible seating) and two 120 sf office/storage spaces. One of these spaces will accommodate office needs for food services and the other will initially be used for catering storage.
- Expand the servery into the existing “shell” space.
- Reconfigure kitchen to add walk-in cooler, freezer, and dry storage space.
- Move POS island out into dining area.
- Reconfigure Café to accommodate the retail products that will move from the servery.

**Project Timeline**

Project Initiation	October 31, 2014
Architect Selection	November, 2014
Design Complete	April, 2015
Construction Complete	September 2015

**Major milestones are as follows:**

Construction Start: June 15<sup>th</sup>, 2015  
Completion for Fall Quarter 2015.

**Participants**

**Executive Sponsors – Kevin Kimball**

**Customer – Food Services and Student Services**

**Primary Participants –**

Project Manager, customer: Lori Willis  
Project Manager, construction: Richard Brecke

Architect: Steele Associates Architects, LLC

Customer representatives: Lori Willis, Gordon Price, Rich Brecke, Mary Sossaman

Project Constraints

- 1.) Budget – \$575,000
- 2.) Schedule – Construction needs to occur during summer break. Completed for Fall 2015.
- 3.) Kitchen needs to remain functional throughout remodel. (Servery will go offline.)

Risks and Issues

Possibility that the existing design is no longer the right solution.  
Electrical needs may tax the existing capacity.

Dependencies

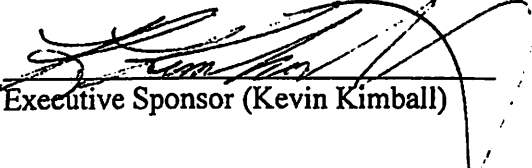
TBD

Project Milestones

Project initiation  
Complete Schematic Design  
Complete Design Development  
Complete Contract Documents  
Begin Construction

Charter Acceptance

  
\_\_\_\_\_  
President, COCC (Shirley Metcalf)

  
\_\_\_\_\_  
Executive Sponsor (Kevin Kimball)

## CCB Phase 1 Remodel – Feb. 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Kevin Kimball	-	CFO
Alicia Moore	-	Dean of Student and Enrollment Services
Lori Willis	-	Auxiliary Services Director
Gordon Price	-	Director of Student Life
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Scott Steele	-	Steele Associates Architects
Jeff Wellman	-	Steele Associates Architects

#### Contractor Group

TBD

## Ochoco Remodel – February 2015 Update

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### **Scope**

The remodeled has been split into two phases. The first phase will house the Humanities Department; create a new computer lab, an Anthropology/Geography Lab, and a Language Lab. Also included in the first phase is a full roof replacement as well as new air handlers serving the first floor and the middle section of the building. The first phase is confined to the first floor of the Ochoco Building.

### **Budget Status**

The current total project budget is \$2,412,641.

### **Change Order Activity**

There have not been any significant new issues this month. Please see Change Order Log.

### **Schedule Status**

The project will be opening for Fall of 2015. A delay to the air handler equipment has caused the end date for construction to extend to 5/18/15. This extension will not affect the project opening date and is non-compensable.

### **Recent Activity**

Roofing completed with the exception of the Air Handler roof. This will happen after the above noted air handler arrives. Mud and tape on the drywall continues as does installation of drywall on the areas where the rating is being corrected. The office furniture vendor did his final measurements for furniture. MEP rough-in continued.

### **Activity Next Month**

Drywall will complete. Paint will start. Low voltage cable will start after paint. Other finishes begin.

## Ochoco Remodel – February 2015 Update

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Upgrading the Fire Rating



Faculty Office

## Ochoco Remodel – February 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Matt McCoy	-	VP for Administration
Jenni Newby	-	Instructional Dean
Amy Harper	-	World Languages and Cultures Department Chair
Stacy Donahue	-	Humanities Department Chair
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Mark Rossi	-	Pinnacle Architecture
Peter Baer	-	Pinnacle Architecture

#### Contractor Group

Samuel Griffin	-	Sr. Project Manager - Griffin Construction, LLC
Jamus Fewell	-	Superintendent - Griffin Construction, LLC
Dave Martin	-	Project Manager - Griffin Construction, LLC
Sam Griffin	-	CEO - Griffin Construction, LLC



## Pioneer Rm 232 Remodel – Feb. 2015 Update

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### **Scope**

Room 232 in the Pioneer building will be remodeled and expanded into a new home for the CIS Networking Lab. The project consists of replacing all finishes in the room, adding MEP capacity to serve the computers in the lab, moving a faculty/staff kitchen space, and relocating the building's data services. IT will be performing most of the work associated with the data services.

### **Budget Status**

The project budget is \$270,000.

### **Change Order Activity**

Please see change order log.

### **Schedule Status**

The remodel will be ready for students in Spring Quarter 2015.

### **Recent Activity**

Drywall and finishes were installed this month. Punch list walk is scheduled for 2/27.

### **Activity Next Month**

FF&E install. Punch list correction.

## Pioneer Rm 232 Remodel – Feb. 2015 Update

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New Staff Kitchenette.



Nearly Complete

## Pioneer Rm 232 Remodel – Feb. 2015 Update

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### Project Participants

#### COCC Stakeholder Group

Matt McCoy	-	VP for Administration
Michael Fisher	-	Instructional Dean
Lew Cousineu	-	CIS Dept. Chair
Rich Brecke	-	Project Manager
Darren McCrea	-	IT Project Manager
Julie Mosier	-	Purchasing Coordinator

#### Design Team

Scott Steele	-	Steele Associates Architects
Jeff Wellman	-	Steele Associates Architects
Steve Olsen	-	Steele Associates Architects

#### Contractor Group

Samuel Griffin	-	Sr. Project Manager - Griffin Construction, LLC
Jamus Fewell	-	Superintendent - Griffin Construction, LLC
Dave Martin	-	Project Manager - Griffin Construction, LLC
Sam Griffin	-	CEO - Griffin Construction, LLC

## Residence Hall February 2015 Status Report

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### Scope

Residence Hall project will provide approximately 330 beds for student housing, 320 of which are revenue generating. A floor and a half of support and common space will be provided within the middle section of the project. The building will be Earth Advantage Multi-Family Gold level certified. The project and parking lots will be accessed via a private drive off of Mount Washington Drive. 150 parking stalls will be provided. Summer programs will utilize the facilities and will be a revenue-generating source of community enrichment.

### Budget Status

Project Budget included.

### Change Order Activity (In addition to the GMP)

CR #52, exterior signage backing and power, approved for a cost of \$3,476.00.

### Schedule Status

The project is on schedule and has a completion and move-in of summer 2015.

### Activity in February

Demo suite was furnished and will be ready for tours early March.  
Stair tread/riser material installed in Stair 4.  
Began pulling low voltage wiring above ceiling in hallways in lower bar.  
Installed sheet flooring at middle bar.  
Began setting plumbing fixtures at middle bar.  
Completed drywall at middle bar.  
Siding 90% complete at middle bar.  
Drywall began at 4<sup>th</sup> floor of upper bar.  
Rough-ins and insulation in place at 5<sup>th</sup> floor at upper bar.  
Rough-ins completing at 3<sup>rd</sup> floor at upper bar.  
Siding began at upper bar to allow switchgear and building mounted electrical to be set.  
Roofing is complete.  
Mechanical screening yet to be completed.

### Activity planned for March

Complete low voltage wiring in lower bar and set ceiling grid.  
Hang hallway doors.  
Set hallway carpet in lower bar.  
Paint middle bar complete.  
Set flooring in suites in middle bar.  
Complete plumbing fixture installation and begin light fixture installation in middle bar.  
Complete rough-ins, insulation, and sheetrock at upper bar.  
Complete siding.  
Begin site work in preparation for curbswork and paving.

## Residence Hall February 2015 Status Report

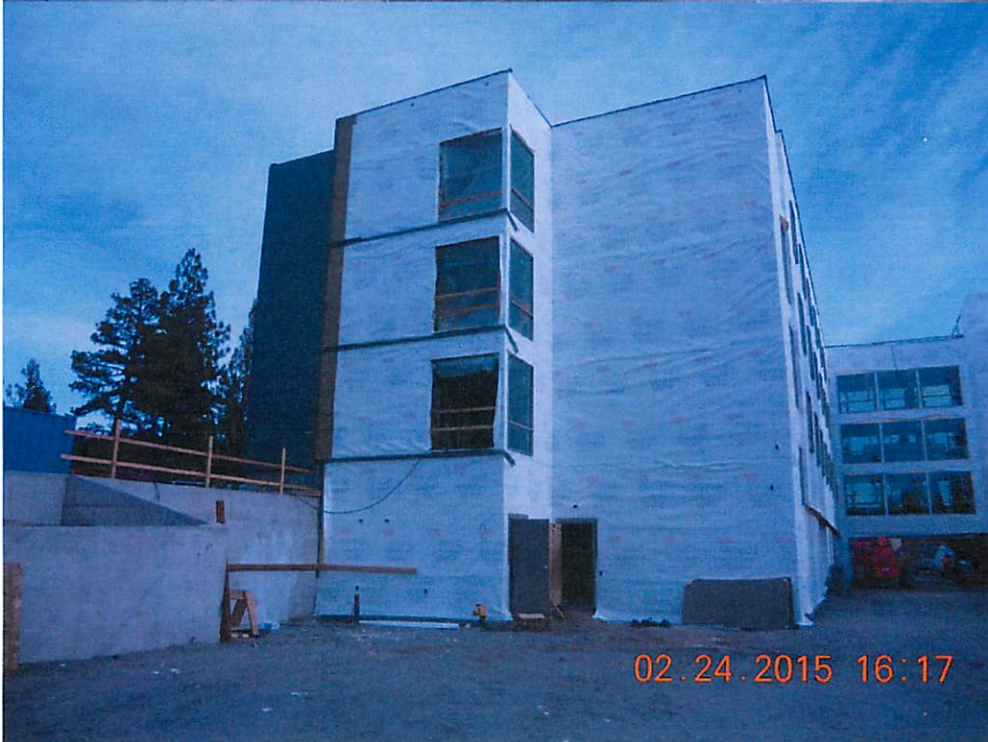
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Middle bar upper level lounge

## Residence Hall February 2015 Status Report

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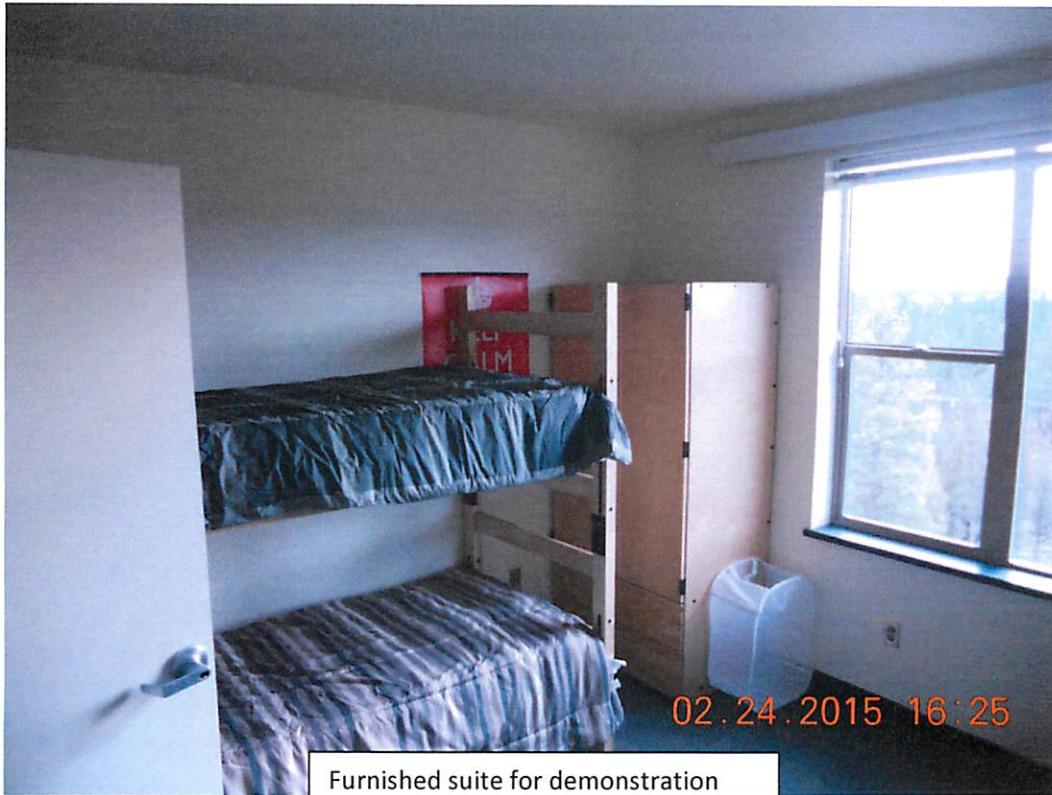
## Residence Hall February 2015 Status Report

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## Residence Hall February 2015 Status Report

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## Residence Hall February 2015 Status Report

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<b>Schedule</b>	<b>Start</b>	<b>Finish</b>
Design Development Phase	June 2013	October 2013
City of Bend Pre-application meeting	July 2013	July 2013
Site Plan Application Submittal/Review	October 2013	January 2014
Commissioning Consultant Selection	November 2013	December 2013
Board decision: 25% Construction Documents	October 2013	October 2013
25% Construction Documents	October 2013	November 2013
Lease Crutcher Lewis Bidding/Reconciling	December 2013	January 2013
GMP Presentation	January 2014	January 2014
Construction Documents	January 2014	March 2014
Special Inspection Consultant procurement	February 2014	March 2014
Permit Review/Approval	March 2014	May 2014
Construction	April 2014	July 2015
Furnishing Move-in	July 2015	August 2015

## Residence Hall February 2015 Status Report

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### Project Participants

#### COCC Steering Committee

James Middleton, President

Kevin Kimball, Chief Financial Officer

Gordon Price, Director Student Life

Joe Viola, Director Campus Services

Matt McCoy, Vice President of Administration

Alicia Moore, Dean of Students

Paul Wheeler, On-Campus Housing Coordinator

Rick Hayes, Project Manager

#### Design Consultant

Mahlum Architecture, 1231 NW Hoyt, Suite 102, Portland, Oregon 97209

Kurt Haapala, Principal, Seth Moran & Beth Brett, Senior Project Manager

Pinnacle Architects (Associates) Peter Baer, Principal, Mark Rossi, Project Manager

#### Construction Manager General Contractor

Lease Crutcher Lewis, 550 SW 12<sup>th</sup> Avenue, Portland, OR 97205

Tony Church, Senior Project Manager

Ted Gayman, Superintendent

Mike Levesque, Project Manager

Isaac Smith, Project Engineer

#### Civil Survey Consultant

KPFF Consulting Engineers, 111 SW Fifth Avenue, Suite 2500, Portland, OR 97204-3628

Troy Tetsuka, Survey Manager

#### Geotechnical Engineer

FEI Testing & Inspection, Inc., 62979 NE Plateau Drive, #3, Bend, OR 97701

Bill Smith, Geotechnical Engineer,

#### Commissioning Agent

Hugh Cx, 4800 SW Meadows Rd, Suite 300, Lake Oswego, Oregon 97035

Doug Brown, Principal

#### Testing Agency

Carlson Testing, Inc., 8430 SW Hunziker, Tigard, Oregon 97223

Scott Jordan, Manager

February 24, 2015

## COCC Redmond Campus Solar Array Project Status Report

### Update since the last written Status Report on January 28, 2015

1. Request for Proposal - 1478-14 Solar Power Purchase Agreement was issued on January 14, 2015. At the request of prospective proposers, the RFP closing date was extended from February 12, 2015 to February 26, 2015. The new date for issuing the Notice of Award is April 9<sup>th</sup> instead of March 20. It is anticipated that the start date of the project will now be early May 2015.
2. COCC received a letter from the Oregon Department of Energy stating that our Renewable Energy Development (RED) Grant Application (\$250,000) did not pass the completeness review and will not be considered for funding.

### Project Description

COCC has approximately \$816,000.00 in legislatively required 1.5% for Solar Technology obligations, stemming from construction projects which have been completed or are currently in the Construction Phase. Funds to fully cover the obligation are currently budgeted for. COCC has until one year after construction of the Residence Hall is completed (2015) to fulfill its 1.5% Obligation.

### Project Actions to Date

In early 2010 COCC hired Mazzetti Nash Lipsey Burch of Portland Oregon, to perform Solar Feasibility Study of the Bend, Redmond and Madras Campuses. The Solar Study indicated high solar potential for the Redmond and Madras Campuses. The Bend Campus was shown to have marginal solar potential.

Based on solar potential and current electrical load (including an estimated load for the Technology Education Center), the Redmond Campus was chosen as the site to install a ground mount solar array (250-500kW) to meet the College's solar obligation.

COCC Staff prioritized three (3) sites on the Redmond Campus for installation of the solar array.

One of the sites is located in the Runway Protection Zone (RPZ) for Roberts Field. The second site is located in an area designated, on the Roberts Field Master Plan, as a future RPZ. The third site is located adjacent to the future RPZ. Due to the sites being in or near the Roberts Field Protection Zones, the College submitted was required to submit Notices of Proposed Construction or Alteration to the FAA for its comments on the proposed sites for the project. While COCC has yet to receive official comments from the FAA, it has been brought to our attention that the FAA has concerns regarding the sites in the current and future RPZ. There does not appear to be a concern on the FAA's part with the site outside the future RPZ.

### Project Delivery Options

A 500kW system is estimated to cost between \$1.2 million and \$2.2 million

COCC has investigated two options for the design, installation and maintenance of the Solar Array Project:

1. COCC would finance, design, install, maintain and retain full ownership of the system.
2. COCC would enter into a Power Purchase Agreement (PPA) with a third party provider. The College would have minimal costs associated with this option. With this option the third party would finance, design, maintain and own the system. COCC would agree to purchase the generated energy at an agreed to price with annual price increases over a certain period of time. (Normally 20years).

The agreed to price, and annual increases, would be less than what the College currently pays Pacific Power for energy and any future Pacific Power rate increases.

It is the recommendation of the College Staff to proceed with the PPA Option. This recommendation is based on a number of issues.

1. The PPA option is legislatively allowed to fulfill the 1.5% Solar Technology Obligation.
2. The PPA Option would allow COCC to use the funds currently budgeted for the obligation for other purposes.
3. The third party provider would be responsible for the maintenance and all upgrades to the system during the life of the project. There should be no need for COCC to hire new or additional staff to maintain the system.
4. Utility cost for the Redmond campus would be less than if the energy was purchased from Pacific Power.

#### Power Purchase Agreement Investigations by the College to date.

COCC is a member of HGACBuy, a government procurement organization operated by the Houston-Galveston Area Council. This Organization has complemented a contract negotiation with SolarWorld and a select group of SolarWorld's Authorized installers providing of Solar System procurement through the PPA Option.

This membership enables COCC to contract with SolarWorld without the need for COCC issuing a formal Request for proposal for the PPA acquisition.

E2Solar, of Bend, is an authorized installer for SolarWorld. COCC would work directly with E2Solar should the PPA option be pursued.

COCC Staff have discussed the project with representatives of both SolarWorld and E2Solar.

# Information Technology Update – February 2015

## Current Projects

Phase 1 of the **Ochoco** remodel will provide office space for the Humanities Department as well as Anthropology, Language and Computer labs. The **Residence Hall** project is an approximately 83,000 square foot, multi-level structure that will include cable television, internet and Wi-Fi service to 80 suites and 330 beds. The **Pioneer 232** remodel will provide new network and computer labs as well as additional office space for the CIS Department.

## Schedule Status

The **Residence Hall** construction as well as the **Pioneer 232** and **Ochoco** remodel projects are all on schedule at this time.

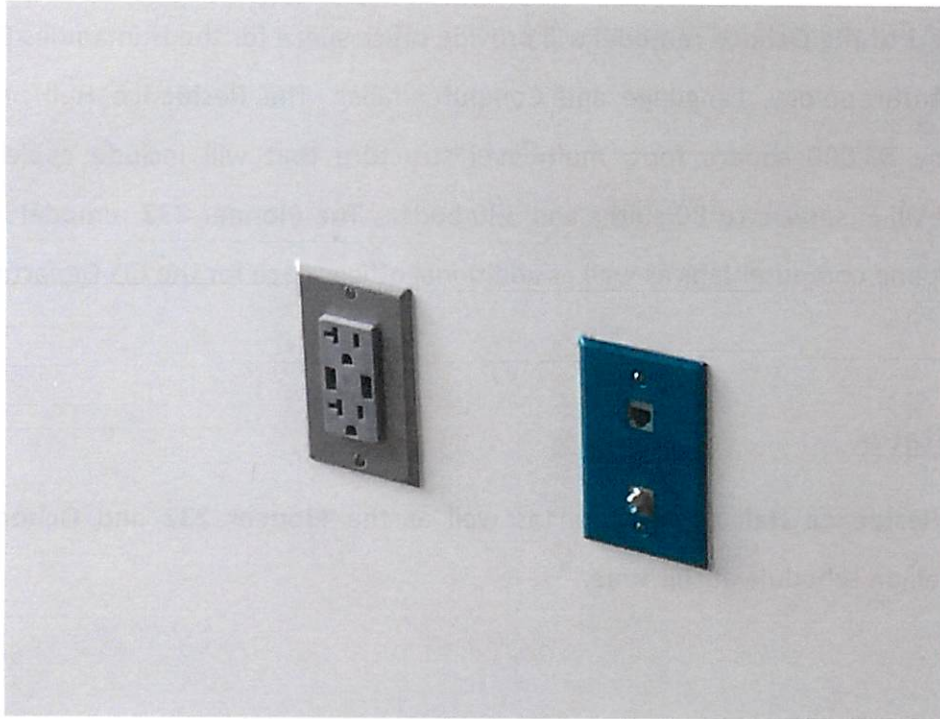
## Activity in February

The low-voltage and electrical contractors have begun installation of CAT6 network cable on the lower bar and will continue the installation of coaxial television cable and low-voltage infrastructure in the middle bar and upper bars of the **Residence Hall**. The COCC IT Department has begun installation of data racks in **Ochoco** to allow the contractor to pull CAT6 cable in support of the computer lab, offices and classrooms for the **Ochoco** remodel. The COCC IT Department began laying out network racks and building low-voltage infrastructure to support the new computer classroom and MDF spaces as part of the **Pioneer** remodel.

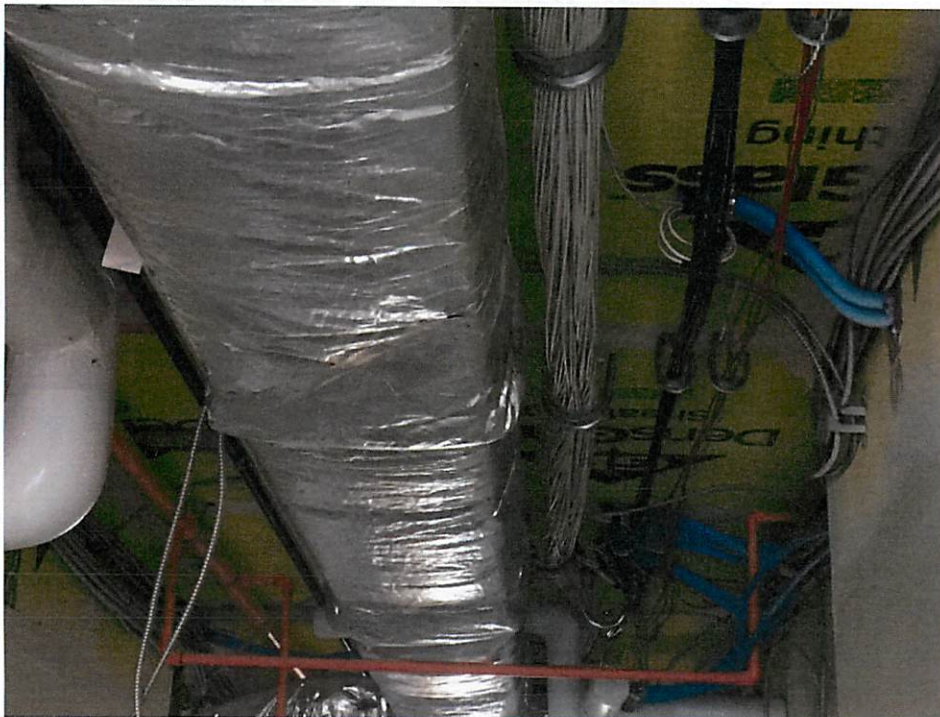
# Information Technology Update – February 2015

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## Photos – Residence Hall



*Power, Network & Television Outlets – Typical Suite, Residence Hall*



*CAT6 Network and Coaxial Cable Installation - Lower Bar, Residence Hall*

## Information Technology Update – February 2015

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### Photo – Residence Hall



*Computer Classroom Floorbox Install – Pioneer 232 Remodel*

### Upcoming Activities for March

Contractors will continue the installation of CAT6 network cable in the lower bar of the **Residence Hall** and continue with coaxial cable and low-voltage infrastructure in the middle bar and upper bars of the **Residence Hall**. The COCC IT Department will complete installation of network racks and cable ladder to allow the contractor to begin installation of CAT6 network cable for the **Ochoco** remodel. In addition, the COCC IT Department should be pulling wire to support the classroom audio-visual systems and computers as well as complete the build out of MDF network racks and ladders for the **Pioneer** remodel.

## Information Technology Update – February 2015

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- COCC Construction PM** - Rich Brecke, 541-330-4375, email: [rbrecke@cocc.edu](mailto:rbrecke@cocc.edu)
- COCC Construction PM** - Rick Hayes, 541-330-4391, email: [rhayes@cocc.edu](mailto:rhayes@cocc.edu)
- COCC Technology PM** - Darren McCrea, 541-383-7741, email: [dmccrea@cocc.edu](mailto:dmccrea@cocc.edu)

### **General Contractor, Residence Hall**

Lease Crutcher Lewis, LLC  
550 SW 12<sup>th</sup> Avenue  
Portland, OR 97205  
503-223-0500

### **General Contractor, Ochoco Remodel**

Griffin Construction, LLC  
8361 NE Meadow Ridge Rd.  
Prineville, OR 97754  
541-447-7237

### **General Contractor, Pioneer Remodel**

Griffin Construction, LLC  
8361 NE Meadow Ridge Rd.  
Prineville, OR 97754  
541-447-7237



**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**INFORMATION ITEM**

Prepared by: Kevin E. Kimball – Chief Financial Officer

**A. Issue**

2015-16 Tuition and Fee Rates

**B. Discussion/History**

For 2014-15, COCC has the third lowest combined in-district **tuition and fee rate** amongst Oregon community colleges. Preliminary information indicates that with COCC's proposed \$4 per credit tuition increase and the \$.50 per credit technology fee increase, COCC's combined 2015-16 in-district tuition and fees would remain the third lowest.

With the passage of HB 5101 in the 2013 special legislative session, the State of Oregon increased community college support funds by \$15 million dollars, in the second year of the biennium, to limit tuition and fee increases. COCC held tuition and fees rates flat for 2014-15. Prior to 2014-15, COCC held tuition and fee rates flat for three years (2006-07, 2007-08, and 2008-09). For the five year between 2009 and 2015, the College approved annual in-district tuition rate increases of \$3, \$4, \$6, \$6 and \$5.

As directed with the passage of House Bill 2571 in June 2009, the College established a new tuition rate for non-resident veterans. The non-resident veteran rate cannot exceed 50% of the difference between the resident and non-resident rates.

At the October 2015 Board Retreat, board members had a general discussion regarding 2015-16 tuition and fee increases. The College strives to develop and implement sustainable systems which balance comprehensive quality programs and needed services with appropriate tuition and fee levels. It is recommended that the 2015-16 tuition rate for in-district students be increased by \$4 per credit, the out-of-district/border state rate be increased by \$5 per credit, and the out-of-state/international rate increased by \$9 per credit. In addition, it is recommended that the 2015-16 technology fee be increased by \$.50 per credit.

The increased cost for a student taking 15 credits a term would be an additional \$60 per term in tuition and \$7.50 in fees. The increased cost of tuition and fees will be included in the total cost of attendance and may increase a student's total financial aid package.

	<u>2014-15</u>	<u>2015-16</u>
In-district	\$ 87/cr.	\$ 91/cr.
Non-resident Veteran	\$100/cr.	\$105.50/cr.
Out-of-district	\$115/cr.	\$120/cr.
Border State	\$115/cr.	\$120/cr.
Out-of-State/International	\$237/cr.	\$246/cr.
Technology Fee	\$5.50/credit	\$6.00/credit

**C. Timing**

In April, the Board will be asked to approve a recommendation to increase tuition and fee rates as registration for summer term begins at the end of April and fall term in early May.

**D. Budget Impact**

Tuition and fee revenues are a major component of the College's resources as they comprised 42% of the College's total general fund revenues in the 2014-15 budget and are projected to be approximately 39% in the 2015-16 budget. The College anticipates that the recommended tuition rate increases will generate approximately \$600,000 and the technology fees rate increase will provide an additional \$80,000 in revenue.

The increased tuition and fee revenues in the 2015-16 budget provides funding for continued service levels and the additional services included in the 2015-16 budget. These additional services include greater support for all campuses and increased support for community learning, adult basic skills, and instructional staff, student support services, information technology services and costs, and expanded facility operating costs.

## HOUSING OPERATIONS REPORT Information Item

### STRATEGIC PLAN CONNECTION

- Institutional Sustainability: Objective 6 and 7
- Transfer and Articulation: Objective 1
- Workforce Development: Objective 1

### STAFFING UPDATE

**Housing Marketing and Summer Conferences Coordinator:** Position posted on December 19 and closed on January 9. The hiring committee brought five candidates to campus for interviews and is currently conducting reference checks.

**Information Technology Support:** Staff have agreed that support traditionally provided by the Information Technology Services (ITS) department will be provided on a “ticketing” system in which Housing Staff will make the request, ITS will provide the services, and ITS will bill Housing for these services.

**Resident Director:** Anticipate beginning hiring process in early April, with a start date of July 1.

### BUDGET DEVELOPMENT: HOUSING OPERATIONS

Kevin Kimball (CFO), Gordon Price (Director of Student and Campus Life), and Paul Wheeler (Student Housing Coordinator) have been meeting with various individuals on campus to develop a detailed student housing budget, using the pro forma as their guiding document. Revenues include room and board fees and user fees and charges. Expenses include salaries, materials and supplies, outside and contract services, utilities, travel, repair and replacement, insurance, capital, reserve contribution, and contingency. See attachment A for a copy of the proposed budget, noting that a detailed budget was reviewed by the Real Estate Committee.

### TIMELINE/CRITICAL PATH DECISIONS

COCC staff developed a document to outline milestone/critical path decisions which include five primary milestones are:

- Detailed Budget Development (anticipated completion February 20, 2015)
- Student Contract Distribution (anticipated completion March 1, 2015)
- Staffing (anticipated completion June 12, 2015)
- Move-In Preparation (anticipated completion September 24, 2015)
- Post-Move In Considerations (future)

Attachment B provides the most recent update.

**ATTACHMENT A.1: PROPOSED BUDGET**

FUND 51476	FUND 22056	FUND 51474
Housing Operations (DORMOP)	Residence Hall Debt Service (RHDEBT)	Residence Hall Reserves (RESRSV)

<b>Operational Revenues</b>			
Beginning Fund Balance	1,000,000		
(44000) Other Income	2,800		
(46000) Program and Fee Income	2,272,000		
<b>Total Operational Revenue</b>	<b>3,274,800</b>		

<b>Operational Expenses</b>			
(51000) Salary Expenses	212,671		
(52000) Payroll Assessments	170,047		
(61000) Materials and Supplies	93,000		
(62000) Outside Contract Services	281,050		
(63000) Utilities	425,000		
(64000) Travel	5,000		
(65000) Repair and Replacement	46,000		80,000
(66000) Insurance	7,000		
(68000) Debt Expense		1,261,988	
(71000) Purchased Capital	15,000		
(62000) Contingency	20,000		
<b>Total Operational Expenses</b>	<b>1,274,768</b>		

<b>Net Operating Income</b>	<b>2,000,032</b>		
(81000) Transfers In		1,261,988	80,000
(82000) Transfers Out	1,341,988		

<b>Net Income After Transfers Out</b>	<b>658,044</b>		
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**ATTACHMENT B:  
NEW STUDENT HOUSING:  
CRITICAL PATH TOPICS, DETAILS, AND DEADLINES**

<b>Milestone</b>	<b>Task</b>	<b>Description</b>	<b>Anticipated Start</b>	<b>Deadline</b>	<b>Resource</b>	<b>Actual Completion Date</b>
<b>Student Contract</b>	Software Implementation	Application, contract tracking, prospective student communication tracking	12/1/14	3/1/15	Sharon	
<b>Student Contract</b>	Determination on mandatory live-in requirement	Campus wide discussion. Requires change in enrollment practices. Could affect occupancy rates	12/1/14	3/1/15	Gordon/Paul	1/9/15
<b>Student Contract</b>	Room rates	Budget impact, community comparison	1/5/15	2/11/15	Alicia	2/11/15
<b>Student Contract</b>	Board rates	Food service contract	1/5/15	2/11/15	Lori/Paul	2/11/15
<b>Student Contract</b>	Review existing residence life/housing policies:  <ul style="list-style-type: none"> <li>• Application</li> <li>• Move-in/move-out</li> <li>• Security deposit</li> <li>• Early arrival/late departure</li> <li>• Break housing</li> <li>• Room assignments</li> <li>• Termination clauses</li> <li>• Health and safety room inspections</li> <li>• Guests</li> <li>• Background check</li> </ul>	Review existing policies, updating as needed for a larger student population and consideration of “newness” of building.	1/23/15	3/1/15	Paul/Gordon	
<b>Student Contract</b>	Address designation	Forwardable address for students and USPS	2/1/15	7/1/15	Gordon/Lori	
<b>Student Contract</b>	Add immunization requirement	Does COCC wish to require for residents/currently no for residents and students	1/5/15	3/1/15	Gordon/Alicia	1/23/15

<b>Budget</b>	Maintenance	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	2/20/15
<b>Budget</b>	Snow removal	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	2/23/15
<b>Budget</b>	Grounds	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	2/23/15
<b>Budget</b>	Custodial	Ticketing/payment process, determine responsibility with housing and Campus Services	11/1/14	2/20/15	Gordon/Paul/ Joe	2/23/15
<b>Budget</b>	Trash	Ticketing/payment process, determine responsibility with housing and Campus Services, removal within res hall	11/1/14	2/20/15	Paul/Gordon/ Seth	2/23/15
<b>Budget</b>	Campus Public Safety	Determine billing model	11/1/14	2/20/15	Paul/Gordon/ Seth	2/23/15
<b>Budget</b>	Security Cameras	Determine equipment upkeep and service, purchased in construction	11/1/14	2/20/15	Paul/Gordon/ Seth	2/23/15
<b>Budget</b>	IT Support	Determine billing model and relationship of support	11/1/14	2/20/15	Housing Leadership Team	2/23/15
<b>Budget</b>	ResNet	Determine cost and ongoing support	11/1/14	2/20/15	Gordon/Paul/ Darren	2/23/15
<b>Budget</b>	Impacts to other support services (Library, gym, etc.)	Determine what, if any, support from other departments, could include increased hours for specific programs, gym, library, CAP Center/billing model	11/1/14	2/20/15	Gordon	
<b>Budget</b>	Laundry	RFP, determine where revenue will go (housing or AUX)	11/1/14	2/20/15	Gordon/Lori/ Kevin	2/23/15
<b>Budget</b>	OSU-C Contribution?	\$ or # of students	11/1/14	2/20/15	Alicia	12/15/15
<b>Budget</b>	Finalized detailed budget to Alicia for review by Housing Leadership Team	Completion of above topics	11/1/14	2/10/15	Paul/Gordon	2/26/15

<b>Budget</b>	Finalized detailed budget to Fiscal Services	Completion of above topics	11/1/14	2/20/15	Alicia/Gordon	2/26/15
<b>Staffing Model</b>	Hire Summer Conferences/Marketing Coordinator	Hiring process for the position currently in progress	1/9/15	6/12/15	Gordon	
<b>Staffing Model</b>	Hire Resident Director	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Hire Resident Assistants	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Hire Office Manager	Job description review, process, finalize	2/1/15	6/12/15	Paul	
<b>Staffing Model</b>	Determine custodial support	Review job description, determine duties, responsibilities and reporting	2/1/15	6/12/15	Paul/Joe	2/18/15
<b>Move In</b>	Key/fob distribution	Determine who handles support/storage	4/1/15	9/24/15	Paul	
<b>Move In</b>	Trash removal	Determine when, how, where, who. Internal and external	4/1/15	9/24/15	Paul/Joe	
<b>Move In</b>	Recycling removal	Determine when, how, where, who. Internal and external	4/1/15	9/24/15	Paul/Joe	
<b>Move In</b>	Emergency procedures	Review and evaluate current policy/procedures	4/1/15	9/24/15	Gordon/Paul/Seth/Jim	
<b>Move In</b>	Parking permits	Review current process evaluate any changes to process	4/1/15	9/24/15	Seth/Gordon	
<b>Move In</b>	Student ResNet account set up and communication	Communicate with Apogee re: set up, support, web page access and materials	4/1/15	9/24/15	Gordon/Apogee/Darren	
<b>Move In</b>	Staff office set up	When to set up and what equipment to be moved or purchased	4/1/15	9/24/15	Julie, Construction/Campus Services	
<b>Move In</b>	Determination on when to cease operations in Juniper Hall	Current summer conference support, timeline to move housing office	4/1/15	9/24/15	Alicia	
<b>Move In</b>	Package tracking software	Process of tracking packages, purchased and in use now	8/1/14	9/24/15	Paul	9/15/14
<b>Move In</b>	Mail, FedEx, UPS delivery	Delivery and access to new bldg.	4/1/15	9/24/15	Paul/Lori/Steve	
<b>Move In</b>	Student handbook	Outline and descriptions of policies, expectations and resources for residents	4/1/15	9/24/15	Paul	

<b>Move In</b>	Staff training	Yearly training model, topics and timeline	4/1/15	9/24/15	Paul	
<b>Move In</b>	Community development/programming model	Determine model, practices	4/1/15	9/24/15	Paul/ RD	
<b>Move In</b>	Student orientation	Determine model and timeline	4/1/15	9/24/15	Paul/RD	
<b>Move In</b>	OSU student move-in and activities	Determine early move in process, activities	1/4/15	9/24/15	Paul	
<b>Move In</b>	Front desk operations	Determine responsibilities, duties, hours. Hiring process	4/1/15	9/24/15	Paul	
<b>Move In</b>	Micro-fridge rentals?	Could generate revenue, Does COCC wish to provide preinstalled or make available for rental. Summer conference usage	1/4/15	9/24/15	Paul	
<b>Move In</b>	Ribbon cutting	Who, what, when	6/1/15	9/24/15	Ron/ Alicia	
<b>Future Considerations</b>	Living/Learning Communities	Determine themes, connection with faculty and academics	Winter 2016	Fall 2016	Paul/ Gordon	
<b>Future Considerations</b>	Summer Conferences	Program development, model, integration with campus departments	4/1/15	Summer 2016	Gordon	





**COCC Board of Directors: Student Success Committee  
March 2015  
Student Success Initiative**

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**STRATEGIC PLAN CONNECTION**

- Institutional Sustainability: Objective 1, 8 and 9
- Transfer and Articulation: Objective 1 and 2
- Workforce Development: Objective 1 and 3

**BACKGROUND**

As part of the College's commitment to student success, COCC sponsored a task force in spring 2013 to identify and prioritize initiatives which we believe can directly affect student success. Using results obtained during a college wide communication and feedback process, the Student Success Task Force prioritized the following initiatives:

- Developing a First-Year Experience (FYE) Program
- Implementing a process to automatically award certificates and degrees
- Early interventions aided by earlier enrollment deadlines

The early interventions work was put on hold because of potential overlap with FYE; however, another task force was formed to examine how federal changes to financial aid regulations might be implemented to foster student success (referred to as "course eligibility"). The College established three task forces to develop proposals for FYE, auto-awarding, and course eligibility. The task forces did excellent work, using data and proven best practices to drive their recommendations.

**TASK FORCE RECOMMENDATIONS**

The task forces finalized their work in summer and fall 2014 and based on their work, Dr. Metcalf approved the following recommendations:

**First Year Experience**

- Stabilize, align, and refine Bobcat Orientation
- Review College Success course as a first-year experience course
- Academic advising program review
- Recommend how/when "early college" students (high school students taking COCC classes) should be involved in FYE activities
- Continue work on developing FYE program outcomes, assessment, and indicators Investigate and recommend an FYE program management structure supporting long-term sustainability

### **Auto-Awarding**

The auto-awarding task force piloted this initiative during summer and fall terms, with a specific focus on declared majors/degrees. The results of this pilot identified 136 students who had earned a degree, but had not applied for it; as part of this pilot, students were automatically awarded the degree and feedback from them is overwhelmingly positive. Dr. Metcalf approved the project to move from a pilot to implementation stage, noting that future considerations will include awarding embedded certificates and possibly certificates or degrees for programs other than those declared by the student.

### **Course Eligibility**

The task force did excellent work to determine potential impact of enforcing the federal course eligibility regulations, letting both data and best practices inform their recommendations. Additionally, the task force identified challenges, which may negatively affect student success and completion and cause undue impact to academic departments in terms of class scheduling. Because of these challenges and in light of other emerging federal financial aid regulations, which require our attention, we are not moving forward with additional work on course eligibility at this time.

## **TASK FORCE MEMBERSHIP**

### **Task forces and memberships are:**

- Student Success Task Force: Lew Cousineau (CIS Faculty and Chair of ChairMoot), Stacey Donohue (Humanities Faculty and Strategic Planning Committee), Shawna Elsberry (Student Retention), Michael Fisher (Instructional Dean), Sara Henson (Human Development Faculty), Shirley Metcalf (Interim Vice President for Instruction), Alicia Moore (Dean of Student and Enrollment Services), Kathy Smith (Math Faculty, Faculty Forum President, and Institutional Viability Task Force).
- First-Year Experience Task Force: Jake Agatucci (Humanities Faculty), Seana Barry (Admissions and Records), John Chavez (CAP Center), Jenny Cruickshank (Health and Human Performance Faculty), Tracy Dula (Career Services), Shawna Elsberry (Student Retention), Michael Fisher (Instructional Dean), Sara Henson (HD Faculty), Tina Hovekamp (Library), Barbara Klett (eLearning), Karen Roth (Multicultural Activities), Breana Sylwester (Financial Aid), Vickery Viles (CAP Center).
- Auto-Awarding Task Force: John Armour (Curriculum), Nancy Butler (Admissions and Records), Chris Egertson (Institutional Effectiveness), Jason Frost (Admissions and Records), Denise Hatch (Admissions and Records), Chris Mills (Student Services/Banner), Nick Sphatt (EMS Program), Courtney Whetstine (Admissions and Records).
- Course Eligibility Task Force: Alma Aguiar (Admissions and Records), Sharon Bellusci (Student Services Technology), Lew Cousineau (CIS Faculty), David Dona (Fiscal Services), Amy Howell (Early Childhood Education Faculty), Kevin Multop (Financial Aid), Jenni Newby (Instructional Dean), Ed Sea (MIS/Banner).

CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS

**OLD BUSINESS**

Prepared by: Shirley Metcalf, President

**A. Issue**

To approve the Central Oregon Community College **Mid-Cycle Self-Evaluation Report**. The report is to be submitted to the Northwest Commission on Colleges and Universities (NWCCU) by Thursday, March 26, 2015.

**2nd Reading**

**B. Discussion / History**

The NWCCU Mid-Cycle Evaluation is conducted in the third year of the seven-year cycle and is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in Year Seven. The purpose of this visit is to evaluate the College in regard to progress in assessing mission fulfillment, particularly student learning outcomes. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation.

COCC's Year Three Mid-Cycle Evaluation visit is on **April 23-24, 2015** with two evaluators.

The COCC Accreditation Coordinating Team (ACT) has worked hard to prepare the attached report. The report addresses the NWCCU questions and responds to recommendations from prior accreditation visits.

**Accreditation Coordinating Team (ACT)**

Shirley Metcalf (Accreditation Liaison Officer)

Diana Glenn, Interim Vice President of Instruction

Michele Decker, Nursing Associate Professor

Michael Fisher, Instructional Dean

Annemarie Hamlin, Humanities Associate  
Professor

Chad Harris, Instructional Dean

Julie Hood-Gonsalves, Science Professor

Kevin Kimball, Chief Financial Officer

Matt McCoy, Vice President for Administration

Alicia Moore, Dean of Student and Enrollment Services

Jenni Newby, Instructional Dean

Stephen Newcombe, Assistant to the VPI

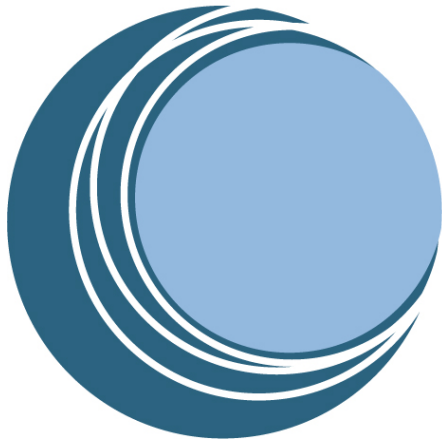
Ron Paradis, Director of College Relations

Brynn Pierce, Institutional Effectiveness Director

Tony Russell, Humanities Assistant Professor

Jerry Schulz, Interim Extended Learning Dean

Exhibit: 12.a1  
March 17, 2015



**CENTRAL OREGON**  
community college

**MID-CYCLE SELF-EVALUATION REPORT**  
**Northwest Commission on Colleges and Universities**  
**Submitted: April 2015**

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Appendix B provides a summary of all supporting documents. Each document is hyperlinked and numbered within this report and provided on the [Accreditation Resource Page](#).

## Preface

Central Oregon Community College (COCC) is a two-year public community college with 16,901 students enrolled in college credit and non-credit classes in 2013-14. The main campus is located in Bend, Oregon, with campuses in the nearby communities of Redmond, Madras, and Prineville. The COCC district covers a 10,000-square-mile area including all of Crook, Deschutes, and Jefferson Counties, as well as the southern part of Wasco County and the northern portions of Klamath and Lake Counties. A seven-member board of directors, elected from varied geographic zones, governs the College, which employs 120 full-time faculty, 52 adjunct faculty, approximately 164 part-time instructors, and more than 200 staff.

## Highlights of key changes at the College since 2010

Central Oregon Community College has experienced significant change in the past several years. The following summary illustrates some of the key changes at the institution since 2010:

### Leadership changes

Dr. Shirley Metcalf serves as interim president following the retirement of Dr. James Middleton, Central Oregon Community College's president of ten years. Metcalf will serve until the search for a permanent president is completed in spring of 2015.

Diana Glenn, interim vice president for instruction (VPI), stepped into the VPI role winter 2015 and is the fifth VPI since 2010.

The College increased the number of instructional deans from two to three in 2011 and has had seven individuals serving in these roles since 2010. The current instructional deans are Dr. Michael Fisher, Dr. Chad Harris, and Dr. Jennifer Newby.

### New strategic plan

From 2011 to 2013, COCC engaged the Central Oregon community as well as the College's students, faculty, staff, administration, and board of directors in an inclusive process to develop the College's strategic plan ([Setting Strategic Direction for 2013<sup>1</sup>](#)). The board of directors approved the [2013-18 Strategic Plan<sup>2</sup>](#) in June 2013. The College uses this document to plan and guide programs and services.

### College Planning Team

In 2014, the College formally adopted a planning modal that established the College Planning Team (CPT) and five theme teams. These five theme teams are: Institutional Sustainability, Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. The CPT coordinates College planning efforts, including the work of the theme teams, which define and assess the five themes outlined in COCC's strategic plan.

### Academic Master Plan

In winter 2014, the then vice president of instruction convened a task force to develop an [Academic Master Plan<sup>3</sup>](#). Still in development, the Academic Master Plan (AMP) will identify potential instructional priorities and provide a framework that will help guide instructional

decision making and planning from 2015 to 2018. The AMP task force is composed of faculty, instructional leadership, and staff from across the institution.

### Student success initiatives

In spring 2013, a task force researched, identified, and prioritized key [student success initiatives](#)<sup>4</sup> related to the institution's mission. The task force identified three initiatives for further exploration: 1) a first-year experience (FYE) program, 2) early interventions aided by earlier enrollment deadlines, and 3) automatic awarding of certificates or degrees. The early interventions work was put on hold because of potential overlap with FYE; however, another task force was formed to examine how federal changes to financial aid regulations might be implemented to foster student success. All task forces finalized their proposals in late fall 2014. As of the time of this report, proposals are pending approval by the college president.

### New programs/certificates/degrees

The College has added several new programs, certificates, and degrees since the 2012 accreditation visit:

- Center for Entrepreneurship Excellence and Development (CEED) – New Venture Creation certificate and associate of applied science (AAS) in Entrepreneurial Management
- Early Childhood Education – Child, Family and Community Studies certificate
- Non-Destructive Testing and Inspection – AAS and one-year certificates in Ultrasonic Inspection, Eddy Current Inspection, Magnetic Particle and Dye Penetrant Inspection, and Radiological Inspection
- Unmanned Aerial Systems – AAS
- Veterinary Technician – AAS

### Facilities

A 2009 bond measure provided \$54 million for construction of six buildings throughout the COCC District. In addition, the COCC Foundation raised \$3 million for a new culinary arts facility. The buildings, with opening dates, include:

- Jungers Culinary Center, 2011
- Madras Campus, 2011
- Prineville Campus, 2011
- Heath Careers Center, 2012
- Science Center, 2012
- Redmond Technology Education Center, 2014

### Outcomes-based assessment

The College began piloting an outcomes-based assessment of student learning in 2013-14. The pilot project, grounded in the work of Ruth Stiehl and Don Prickel, was initiated through the theme teams and focused on student learning outcomes at the course, program, and theme levels. The pilot activities laid the foundation for outcomes assessment in instruction, and the College is exploring whether this [model](#)<sup>5</sup> or other options may be most effective non-instructional areas.

## Data management

The College established the [Data Stewardship Advisory Committee](#)<sup>6</sup> in spring 2013 to develop a cohesive approach to managing and using data to support institutional decisions.

## Recent accreditation history

In spring 2011, a three-person peer evaluation team from the NWCCU conducted a year one evaluation, COCC's first evaluation under the new standards and seven-year cycle. The evaluation was organized via teleconference and the review took place off site. Follow-up teleconference meetings took place as needed and as authorized by the Commission.

The following year, spring 2012, NWCCU conducted COCC's year seven comprehensive evaluation under the new standards and seven-year cycle. The compressed timeline was due to the fact that COCC's last comprehensive review was in 2002. The College's accreditation was reaffirmed in July 2012 on the basis of the year seven comprehensive evaluation.

From March 1 to May 17, 2013, a three-person peer-evaluation team from the Commission conducted a year one peer evaluation of Central Oregon Community College. The evaluation consisted of teleconferenced meetings authorized by the Commission and was based upon the Commission's 2010 Accreditation Standards and Eligibility Requirements.

All reports and NWCCU responses are on the College's [accreditation page](#)<sup>7</sup>.

## Conclusion

The Central Oregon Community College board of directors, faculty, and staff are committed to the NWCCU accreditation standards. This mid-cycle evaluation report will address the progress the College has made in developing a comprehensive assessment model associated with each core theme. The report also describes the developing organizational structure that supports strategic planning and accreditation as well as how the College engages stakeholders from across the institution.

This Year Three Self-Evaluation Report was prepared by:

Interim President: Shirley Metcalf

Vice President for Administration: Matt McCoy

Dean of Student and Enrollment Services: Alicia Moore

Dean of Instruction: Jennifer Newby

Director of Institutional Effectiveness: Brynn Pierce

Professor, Nursing: Michele Decker

Professor, Biology: Julie Hood-Gonsalves

Assistant Professor, English: Tony Russell

Associate Professor, English: Annemarie Hamlin



## Part I: Aligning mission, mission fulfillment, and sustainability

COCC's comprehensive assessment plan is developing steadily within the context of the College's many changes. This section describes COCC's plan for aligning our mission with mission fulfillment and sustainability.

### Assessing mission fulfillment: How does it work? Who participates?

Central Oregon Community College's board of directors, faculty, and staff are developing a comprehensive and collaborative process to assess mission fulfillment. The COCC board of directors approved the [2013-18 Strategic Plan](#)<sup>2</sup> in June 2013 following two years of review and data collection from region-wide stakeholders. As a result of this planning, Central Oregon Community College's new mission is "to promote student success and community enrichment by providing quality, accessible, lifelong education opportunities." The vision statement further details how COCC seeks to achieve this mission: "To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities served."

### Mission fulfillment definition

In its [2012 accreditation report](#)<sup>8</sup>, the College stated, "COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes" (see page 6). Success is currently measured with a color-coded rating: red signifies achievement that has not yet met the minimum benchmark threshold; yellow signifies achievement at an acceptable level; and green signifies aspirational achievement has been reached. COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the achievement indicators in each of the four core theme areas. The College will review and evaluate this definition and process in 2015-16.

### Planning model

As illustrated by figure 1, the College's mission and vision are at the center of the institution's planning model with [institutional values](#)<sup>9</sup>, themes, and strategic objectives serving as the environment and organizational structure by which the College works to achieve the mission and vision.



Figure 1: COCC planning model

For accreditation, the College uses four core themes, developed with the guidance of the NWCCU: Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. However, the [2013-18 Strategic Plan](#)<sup>2</sup> has added a fifth theme, Institutional Sustainability, in order to better identify and assess the work that takes place in non-instructional areas of the College. Recently-established planning teams, described below, will inform how to align this strategic planning theme with the four accreditation core themes.

### Planning Teams

In order to implement the 2013-18 Strategic Plan, the College piloted [six planning teams](#)<sup>10</sup> in fall 2013: the College Planning Team (CPT) and a team for each of the five strategic planning themes (theme teams). Membership for all six planning teams is drawn from across the institution. The CPT is charged with facilitating a comprehensive approach to planning, including

providing guidance to and coordinating the theme teams. After a successful pilot year, College Affairs, one of the College's governance committees, endorsed and the president approved the committee structure and purpose for these six committees as permanent committees in spring 2014.

The theme teams are responsible for understanding and affirming strategic objectives as well as establishing indicators, rationales, and benchmarks for the objectives. Theme teams will have indicators and benchmarks for at least one objective completed by June 2015. They also assist the College in addressing NWCCU recommendations related to the accreditation core themes. In an effort to respond to Recommendation 1 (May 2012), the theme teams spent the first part of 2013-14 developing theme-level student learning outcomes. In the latter part of that year, theme teams piloted the use of [Theme Outcome Guides \(TOGS\)](#)<sup>5</sup>, a tool that helps align theme-level student learning outcomes with assessment and performance indicators. The TOGS are at varying stages of development.

Theme team work will be reviewed by the CPT and then by College Affairs. It will be approved by the college president before a final version is presented to the COCC board of directors for review and approval. CPT provides updates to the president and board at board meetings and retreats, and the board provides feedback regarding relevance and areas for improvement.

The College has collected assessment data from different areas of the institution for many years; however, this activity was not done in a coordinated, systematic, sustainable way. Since the spring 2013 Year One Peer Evaluation, the College has introduced and piloted an outcomes-based assessment process as means of systematizing instructional student learning outcomes assessment at the course, program, and theme levels. The piloted methodology introduced the theme outcome guides mentioned above ([Theme-Level Outcome Guides](#)<sup>11</sup>).

The pilot activities laid the foundation for systematic student learning outcomes assessment in instruction. The College will decide how to support the ongoing work of assessing student learning and determine whether to adapt the outcomes assessment process to non-instructional activities by the end of 2015-16

The College is also studying how to connect the results of outcomes assessment—specifically the theme outcome guides and assessment results—to the strategic objectives and indicators in the strategic plan. As that connection is made, and once the planning teams, president, and board of directors have endorsed the objectives, the College will review overall achievement and determine any needed modifications.

## **Core themes and objectives: Do they remain valid?**

### **Themes**

An early adopter of the newest accreditation standards, COCC chose its four core themes with guidance from NWCCU staff. The four core themes are Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. Core theme teams, which included representation from multiple instructional and non-instructional areas of the college, created objectives and indicators in conjunction with the 2013-18 Strategic Plan. In 2014, the theme teams began to refine the objectives and indicators established in the previous year.

The core themes are valid because they directly support the College mission, and the alignment between the core themes and the mission is clear. However, the College recognizes that these themes are primarily identified with instruction and have limited application to non-instructional parts of the institution. Therefore, assessing mission fulfillment with these four accreditation core themes alone provides an incomplete picture of the institution. Incorporating a fifth core theme—Institutional Sustainability—and further refining objectives and indicators may help the College assess mission fulfillment more comprehensively in the future.

Although not yet a part of our NWCCU accreditation core themes, the addition of a fifth theme, Institutional Sustainability, and its accompanying theme team have already improved planning and collaboration across instructional and other operational units of the College. In the coming years, the College Planning Team and the theme teams will consider modifying the core themes to more closely align to the College mission and encompass institution-wide planning and assessment.

## Objectives

Theme teams began reviewing objectives in light of NWCCU recommendations and feedback in the 2013 Year One Evaluation Report. Work of the theme teams suggests that some objectives remain valid and measurable, and some require revision. Some teams recommended modifying objectives to reflect what the College wants to do and is able to measure; modifications may also demonstrate a clearer connection to the themes.

Because the theme teams worked separately, the objectives and the corresponding indicators do not share a similar focus, style, or voice. For example, objectives for three of the core themes focus on institutional concerns, while objectives for the fourth theme focus on student outcomes. Therefore, while theme teams made progress revising objectives for each of the core themes, additional work is needed to develop a common understanding of how objectives should be focused and presented to ensure consistency across themes. The College Planning Team (CPT) will work with the theme teams to ensure consistency.

## **Core themes and indicators: Are they providing sufficient evidence to assess mission fulfillment and sustainability?**

The level of satisfaction with the indicators varies across the theme teams. During 2013-14 and in early 2014-15, the theme teams began reviewing objectives and indicators using feedback from NWCCU in the 2013 Year One Peer-Evaluation Report. An analysis of initial data related to most indicators will begin in spring 2015. From this information, the College will be better able to determine whether the objectives and indicators provide the evidence necessary to assess mission fulfillment.

All core theme teams adopted the Theme Outcome Guides (TOGs) which included performance indicators to assist in assessing student learning at the theme level. The College Planning Team and theme teams recognize there is a disconnect between the performance indicators in the TOGs and the indicators in the strategic plan and will work to create a stronger link among the documents.

In summary, the College has implemented internal planning structures that bring together campus stakeholders from all areas to evaluate and refine the objectives and indicators. However, not all themes teams have begun to identify and review their data. Consequently, determining whether the indicators provide data to effectively evaluate mission fulfillment will take place in 2016-17.

## Part II: Using core themes to achieve our mission

This section highlights two representative examples of how the College uses learning-focused core themes to achieve its mission. The examples listed below are from the core themes of Workforce Development and Transfer and Articulation. These examples are pilot models that emphasize the alignment between the core themes, objectives, indicators, and student learning outcomes at the theme, program, and course level.

### Example 1: Nursing

**Core Theme:** Workforce Development

**Objective WD.2:** Deliver CTE curricula that meets current industry standards

**Objective WD.3:** Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.

The nursing program consists of 106 credits including 44 credits of pre-nursing course work and 62 credits of nursing course work. Pre-nursing courses consist of biology, writing, math, computer science, chemistry, nutrition, and developmental psychology. Students successfully completing the first year of the nursing program are qualified to sit for the National Council of State Boards of Nursing Licensing Examination for licensure as a practical nurse (NCLEX-PN); at the end of the second year, students may sit for licensure as a registered nurse (NCLEX-RN).

The purpose of the nursing program is to “provide an accredited nursing education program that prepares students to achieve the Associate of Applied Science in nursing,” as described in the [Nursing Program Student Handbook<sup>12</sup>](#) (see page 5). “The nursing program prepares students to provide holistic, individualized care as beginning-level nurses in the role as provider of care, as manager of care, as communicator, as teacher, and as member within the discipline of nursing.”

The nursing program supports mission fulfillment through the Workforce Development theme and objectives WD.2 and WD.3 above by aligning student learning outcomes and performance indicators documented through outcome guides. Three levels of outcome guides support the Workforce Development theme:

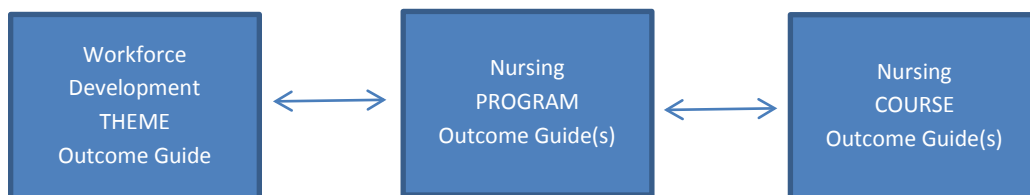


Figure 2: Outcome guides for Workforce Development

#### Workforce Development Theme Outcome Guide (TOG)

The Workforce Development theme team worked directly with the COCC Career and Technical Education Council to develop the [Theme Outcome Guide \(TOG\)<sup>13</sup>](#).

## Nursing Program Outcome Guide (POG)

COCC's nursing curriculum is outcomes based and uses a design-down educational theory model. Nursing faculty designed its [Program Outcome Guide \(POG\)](#)<sup>14</sup> for both registered and practical nursing levels in 2005-06. Curriculum plans and course outcome guides were generated from these POGs with special attention to leveling, sequencing, and alignment.

## Nursing Course Outcome Guide(s) (COG)

The POGs drive the [Course Outcome Guides \(COGs\)](#)<sup>15</sup>. Each course has its own COG, as well as a subset of COGs referred to as Skills Lab Outcome Guides (SLOGs). These guides, which are unique to nursing, direct the lab curriculum for each course. Each content hour in lecture has student learning outcomes and learning objectives identified. Course assignments also have identified outcomes and learning criteria. Clinical experiences are directed by course-level student learning outcomes and student performance is measured by the Clinical Assessment Tool. (For one example, see [Nursing 106 Course Syllabus](#)<sup>16</sup>)

One document provides evidence of the alignment between the Workforce Development theme and nursing program student learning outcomes: [Comparison of College Mission to Workforce Development Student Learning Outcomes](#)<sup>17</sup>.

## Nursing program comprehensive assessment plan

COCC's nursing program is evaluated each academic year by the nursing faculty and includes assessing student learning and reviewing a set of internal and external program performance indicators, which are detailed in the [Nursing Program Outcome Guide](#)<sup>14</sup>.

## Assessing student learning

COCC's nursing faculty assess student learning by identifying whether students meet or exceed outcome criteria on:

- Clinical assessment tools
- Clinical preparation and reflection
- Group presentations
- Nursing concept written and oral presentations
- Nursing process clinical competency papers
- Patient-teaching wellness assignments
- Personal wellness projects
- Skills lab competencies (in the Learning Resource Center)
- Writing assignments

Student success is also measured by pass rates on theory (didactic) exams at greater than 76.54 percent and scores of higher than 850 on the HESI-Practical Nurse (HESI-PN) and HESI-Registered Nurse (HESI-RN) exit exams. The assessment section of each course syllabus outlines how grades are determined (example [Nursing 106 Course Syllabus](#)<sup>16</sup>), and the [Nursing Program Student Handbook](#)<sup>12</sup> contains related policies. The nursing program summarizes student cohort success on the HESI-RN via [Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse](#)<sup>18</sup>.

## Performance indicator review

In order to assess the program, nursing faculty regularly review performance by cohorts of students on the NCLEX-RN exam, licensing predictor tests (HESI), graduation rates, curriculum surveys, and program satisfaction surveys. Nursing faculty use these data to monitor the program performance indicators and make changes as needed. The results of their most recent study in 2013-14 are provided in Table 1 below. See the [Theme Outcome Assessment Analysis Summary<sup>19</sup>](#) for in-depth discussion.

Nursing Program Student Learning Outcomes	Assessment	Results	Benchmarks, Measurement, Analysis, and Plan
As Provider of Care: Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based, and long term care settings.	2013 HESI-RN Assessment Pass Rate	<b>Not Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse<sup>18</sup></a>
	2013 HESI-PN Assessment Pass Rate	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary HESI-Practical Nurse<sup>20</sup></a>
As Manager of Care: Coordinate and manage the delivery of care to meet the health care needs for a group of patients	NCLEX-RN Pass Rates	<b>Not Met</b>	<a href="#">NCLEX-RN First Time Pass Rates<sup>21</sup></a> and <a href="#">Outcome Assessment Analysis- Executive Summary 2013 NCLEX-RN Pass Rate<sup>22</sup></a>
As Communicator: Utilize therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings	2014 Graduation Rate	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2014 Graduation Rate<sup>23</sup></a>
	2012 Graduate Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary Graduate Survey<sup>24</sup></a>
As Teacher: Develop and implement individualized teaching plans for patients, families, and caregivers	2013 First Year Curriculum Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2013 1<sup>st</sup> Year Student Curriculum Survey<sup>25</sup></a>
As Member within the Discipline of Nursing: Internalize and model professional behaviors and values of the registered nurse	2013 Second Year Curriculum Survey	<b>Fully Met</b>	<a href="#">Outcome Assessment Analysis- Executive Summary 2013 2<sup>nd</sup> Year Student Curriculum Survey<sup>26</sup></a>

Table 1: Nursing program outcomes, assessments, and results

## Are the indicators meaningful? Are there too many? too few?

In preparation for the spring 2013 Oregon State Board of Nursing site visit, the nursing faculty completed a comprehensive review of program performance indicators and how these indicators are assessed. Nursing faculty deemed that performance indicators are meaningful and appropriate in number. However, in the spirit of continuous improvement, nursing faculty plan to develop new evaluations for cohort performance on comprehensive skills assessments, clinical assessment tools, and nursing process assignments.

While nursing has a fully developed and long-standing comprehensive assessment plan, on a Workforce Development theme level, there are currently too few meaningful indicators to aid in evaluating the College's strategic plan and ultimately mission fulfillment. The College, with the help of the Workforce Development theme team, will need to standardize and summarize a set of program-level performance indicators that can be used across all workforce development programs.

## What has been learned? What do the data tell?

Based on its analysis of assessment and survey data, the nursing program is considering, or working on, the following:

- Analyzing all evaluation tools used across the program
- Completing a comparative analysis of the NCLEX-RN test plan (see [Nursing Program Survey Data<sup>27</sup>](#))
- Performing a gap analysis of lecture content
- Reorganizing curriculum into a concept model

Next steps in the comprehensive assessment plan include summarizing data from clinical assessment tools, Learning Resource Center comprehensive assessments/first attempts, term and final exam analysis, and nursing process assignment rubrics.

## How are data collected, analyzed, and communicated?

All nursing faculty design assessments, collect data, and analyze findings using outcome assessment analysis tools that support outcome identification, assessment design, results, and [analysis of findings<sup>19</sup>](#) with recommendations for change. Results are communicated at regular nursing faculty curriculum meetings and curriculum workdays and are reflected in nursing department minutes. Additionally, the nursing program communicates results of ongoing assessment to the Oregon State Board of Nursing, to the program's advisory board at annual meetings, and to College's academic leadership. Assessment project results inform the curriculum and help faculty to maintain a quality and rigorous program of study.

## Example 2: Writing Focus Area

**Core Theme:** Transfer and Articulation

**Objective TA.3:** Provide students with a high quality general education.

**Indicator TA.3.b:** Five-year program focus area assessments (all nine areas) are regular and (proposed) indicate opportunities for "closing the loop"

The College defines the term *program* as an "institutionally established combination of courses and/or requirements leading to a degree or certificate" (COCC Academic Affairs Committee, April 2014). Under this definition, COCC transfer degrees—Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer (ASOT) and Associate of Science (AS)—are considered programs. Transfer degrees comprise a combination of general education (writing, information literacy, speech, mathematics, health, cultural literacy), discipline studies (arts and letters, social sciences, science/math/computer science), and elective courses.

The College designates these general education and discipline studies courses into nine focus areas: writing, information literacy, speech/oral communication, mathematics, health, cultural literacy, arts and letters, social science and science/math/computer science. The [student learning outcomes<sup>28</sup>](#) for the nine focus areas are adopted from the Oregon Joint Boards Articulation Committee (JBAC), ensuring equivalent student learning requirements throughout public colleges and universities in Oregon.

To illustrate, the AAOT is a “program” comprised of all nine “focus areas.” The focus area highlighted in example two for this report is writing. The writing focus area includes college-level writing courses (121, 122, 227) but does not include developmental writing (60, 65, 95) or creative or business writing courses. For the remainder of part II of this report the writing focus area will be referred to as writing.

Writing supports mission fulfillment and objective TA.3 through the alignment of student learning outcomes and performance indicators documented through outcome guides. Four levels of outcome guides support the Transfer and Articulation theme, as illustrated in Figure 3, below.

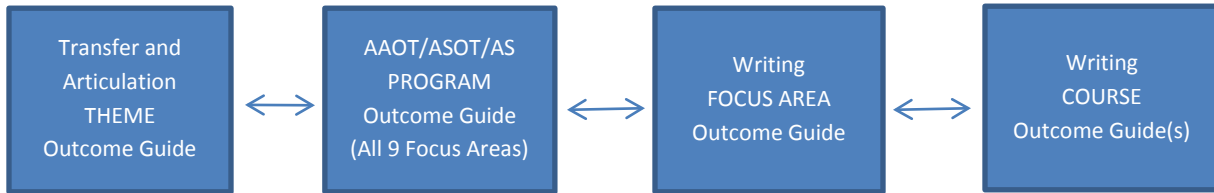


Figure 3: Outcome guides for Transfer and Articulation

### Transfer and Articulation Theme Outcome Guide (TOG)

The Transfer and Articulation theme team developed the [Transfer and Articulation Theme Outcome Guide](#)<sup>29</sup>. Several stakeholders reviewed the TOG, including faculty, academic department chairs, members of the College Planning Team, and Academic Affairs, the College’s academic governance committee.

### AAOT/ASOT/AS Program Outcome Guide (POG)

The transfer degree/program outcome guides represent a compilation of all nine focus area learning outcomes, themes, process skills, and performance indicators. While all nine focus areas have defined student learning outcomes, the themes, skills, and performance indicators are currently under development.

### Writing Focus Area Outcome Guide

The [Writing Focus Area Outcome Guide](#)<sup>30</sup> is currently under development, as mentioned above, and due for completion in spring 2015.

### Writing Course Outcome Guide (COG)

All writing courses have course-level outcomes that are consistent from section to section. Writing courses have yet to adopt the Course Outcome Guide format but plan to do so in 2015-16.

The humanities department’s composition committee aligns course-level student learning outcomes from developmental (WR 60, 65, 95) to college-level (WR 121, 122, 227) instruction. (Developmental courses are covered under the Basic Skills Theme.)

Along with the other eight focus areas, writing participates in the transfer programs’ [Course Coverage Report](#)<sup>31</sup>, which documents the percentage of instructors whose course syllabi include both course and program level outcomes. The report also certifies that existing courses still correspond with their



appropriate focus area outcomes. Approximately 75 percent of writing course syllabi include course, as well as focus area outcomes, and this percentage is increasing each term. Currently, department chairs maintain the Course Coverage Report.

In the future—once instructors are consistently implementing and documenting outcomes—the Curriculum Committee will maintain the Course Coverage Report in order to document new courses and how they are listed on the discipline studies list. This report, along with the outcomes guides at the course and focus area levels, will eventually provide a working curriculum map.

### Writing comprehensive assessment plan

In spring 2014, writing conducted a self-study designed for two-year colleges by the National Council of Teachers of English. (See [TETYC Toward a Definition of a Writing Program Self Assessment](#)<sup>32</sup> for the self-study rubric.) The study results indicated that while writing makes efforts toward developing a shared curriculum, the focus area overall is underdeveloped with assessment tending to be administered by full-time faculty. Adjunct and part-time faculty are invited to participate but are not compensated for this work; thus, involvement is low.

Writing needs to develop a comprehensive assessment plan. Writing has [student learning outcomes](#)<sup>33</sup> but has yet to identify performance indicators. This work will take place during the development of the focus area outcome guide in spring 2015. Pilot assessment projects taking place in support of developing a comprehensive assessment plan are included below.

### Assessing student learning

In 2013-14 writing directly assessed two theme-level student learning outcomes—one from writing and one from information literacy. (Presently at COCC, all information literacy student learning outcomes (SLO) are assessed through writing courses.) In the assessment, evaluators assessed WR 122 students' ability to:

1. Locate, evaluate, and ethically utilize information to communicate effectively (Writing SLO #2)
2. Evaluate information and its source critically (Information Literacy SLO #4)

Four evaluators reviewed random, blind submissions from half of winter 2014's WR 122 sections using a separate [rubric](#)<sup>34</sup> for each outcome listed above. Results of the assessment indicated that 60 percent of students were able to use information ethically and that 55 percent found sources that evaluators ranked as highly credible. Inter-rater reliability was found to be within the acceptable range.

Though the [assessment](#)<sup>35</sup> included face-to-face, online, computer-enhanced, and College Now (courses taught in high school, by high school instructors) instruction, writing faculty have indicated that they would like future assessments to compare and contrast the varying course delivery methods in addition to assessing all WR 122 students together.

### Performance indicator review

As stated previously, writing does not have a consistent set of performance indicators but does participate in assessment activities that are promising options. A few examples are provided below.

#### Course completion rate

College data from 2008-2014 indicate that approximately 66 percent of certificate/degree seeking students successfully completed (grade C or better) writing courses. (This represents a six-year average.) However, approximately 12 percent of students withdraw between the second and seventh weeks, and 22 percent of students do not pass. Over the past three years, successful course completion rates have been slightly higher than the six-year average. This trend may indicate that alignment and norming efforts have been successful at better preparing students to progress through their writing courses. These data, however, account for all writing courses, including developmental writing, creative writing, and College Now courses. Writing does not have a readily available method to differentiate the data by course type.

A next step for the College will be for the writing faculty to work with the Institutional Effectiveness office to develop a mutual understanding of the writing focus area and a filtering mechanism that identifies all courses that reside under writing for the purpose of focus area assessment. Once a filter is developed, writing stakeholders will need training on how to access the information and on how to identify which classes and sections need the most assistance.

### Student and instructor feedback

In response to indirect assessments such as student and instructor feedback, the writing faculty regularly realign course outcomes, revise suggested course assignments and textbooks, and modify focus-related policies. During the last two years, writing has taken several steps that foster student completion: improved its placement test and challenge exam policies, and streamlined its textbook review and approval policies to ensure alignment of course materials with course outcomes.

### Norming

Writing has also performed systematic norming activities in order to ensure that grades are consistent among instructors. These results have not been analyzed for variance or inter-rater reliability, but the composition committee's norming results in winter 2015 will include these analyses.

To close the loop on its assessment projects, writing will continue to assess focus area level student learning outcomes and modify curriculum as appropriate. While assessment results were positive, writing instructors suspect that parceling the various groups of instruction—face-to-face, hybrid, College Now, etc.—will produce more valuable results.

### Are the indicators meaningful? Are there too many? too few?

As outlined above, the College appears to have appropriate data in regards to type and quality but needs to further delineate the data to inform writing focus area assessment and follow-up activities.

At the Transfer and Articulation theme level, proposed indicators include completion rates, student feedback, and the establishment and maintenance of assessment as standard practice. Over the course of the next year, the indicators will undergo further review to determine meaningfulness. In regard to indicators rolling-up from focus area to program to theme, there are currently too few meaningful indicators. Progress needs to be made in standardizing a small subset of program/focus area performance indicators that can be used across all academic focus areas to assess achievement at the theme level.

## What has been learned? What do the data tell?

The writing assessments to date have produced more questions than answers. Results indicate the need for better separation of certain data sets in order to answer questions about students' abilities to meet outcomes in different learning environments, including College Now, computer-enhanced, online, and hybrid environments. Because this assessment is set to run again at the end of academic year 2014–15, writing will work with the Institutional Effectiveness office to develop a way to filter the writing courses by the specified delivery methods for a more meaningful analysis.

## How are data collected, analyzed, and communicated?

Writing faculty meet monthly as the humanities department and as the composition committee. Assessments are guided, analyzed, and communicated primarily in the composition committee, led by a committee chair under the direction of the department chair. The composition committee chair communicates important information through a committee-specific folder in Outlook and in a learning management system course for composition teachers.

Similar to all nine focus areas, once student learning assessment data and performance indicator data are collected and analyzed, writing faculty report assessment results to department chairs on an Outcome Assessment Analysis form. On this form, faculty describe the assessment, report on its results, and detail their plans to “close the loop.” (For examples in eight of the nine focus areas, see [Spring 2014 Transfer and Articulation Outcome Assessment Analyses](#)<sup>36</sup>.) This report is submitted to the vice president for instruction. The reports for the nine focus areas under the Transfer and Articulation theme are then compiled in a [Theme Level Analysis Summary](#)<sup>37</sup>, which is forwarded to the vice president for instruction and communicated to college administration and theme team co-chairs.

## Part III: Moving forward to year seven

COCC has made progress towards a comprehensive planning and assessment model based on our core themes. The College has created a process by which stakeholders from across the institution may engage, and it has developed an organizational structure supporting strategic planning and accreditation. The College has identified the following areas for continued work between now and the year seven comprehensive visit:

### Review core themes

While COCC's core themes appear valid, they are perceived internally as primarily aligned with instruction. Departments outside of instruction often struggle to see how they connect to the core themes. Further work on objectives and indicators, possible incorporation of a fifth core theme of Institutional Sustainability, and an overall evaluation of the core themes themselves will aid the College in better assessing the applicability of the core themes to mission fulfillment and promoting broad institutional buy-in.

### Review and define mission fulfillment

The College trialed a definition for mission fulfillment as part of its 2012 Year Seven Comprehensive Evaluation. As the College has become more skilled in using comprehensive planning and assessment, it recognizes the need to evaluate whether its current mission fulfillment definition is valid and informative.

### Connecting Theme Outcome Guides (TOGs) to strategic plan

All core theme teams adopted the Theme Outcome Guides (TOGs). The College Planning Team and theme teams recognize there is a disconnect between the performance indicators in the TOGs and the indicators in the strategic plan and will work to create a stronger link among the documents.

### Manage data review and analysis

In assessing progress toward mission fulfillment, the theme teams will analyze current indicator data. As part of the data management process, the Institutional Effectiveness office will work closely with the theme teams and additional faculty and staff to define, generate, and use meaningful data. This may include:

- establishing strategies for longitudinal data collection;
- setting indicator benchmarks to be used as data are collected; and
- evaluating implemented modifications for continued improvement of outcomes.

### Determine an assessment model for non-instructional areas

During the 2015-16 academic year, the College will determine whether the [outcome-based assessment model](#)<sup>5</sup> developed in the instructional areas to assess student learning is an effective tool for non-instructional areas or if other assessment models are more appropriate. (This plan aligns with direction from NWCCU spring 2013 recommendation 1.) Non-instructional areas such as Student Services and Information Technology Services currently have alternative assessment models.

### Finalize program outcomes for all COCC career and technical education (CTE) programs

The College has worked extensively to develop [program outcomes](#)<sup>38</sup> for all academic programs, courses, and degrees. While the majority of career and technical education programs have adopted learning outcomes, the College will work to ensure that all CTE programs will have fully developed program outcomes by the end of the 2015-16 academic year.

In addition to the above college-wide activities, specific core theme activities include the following:

#### Transfer and Articulation Core Theme

- With guidance from the College Planning Team, the Transfer and Articulation theme team will determine how to refine its objectives to more closely align with the College's definition of an objective or affirm their current objectives.
- Once the above is determined, the theme team will present proposed changes to the objectives to CPT for eventual approval by the College president and COCC board of directors.
- As objectives are finalized, the theme team will begin to designate and populate appropriate indicators and benchmarks to measure College progress towards meeting the objectives.

### Workforce Development Core Theme

- Based on its review of the current objectives, the Workforce Development theme team will recommend changes to the CPT for eventual approval by the College President and COCC board of directors.
- As objectives are finalized, the theme team will begin to designate and populate appropriate indicators and benchmarks to measure College progress towards meeting the objectives.

### Basic Skills Core Theme

- The Basic Skills theme team will review and analyze data for the defined indicators to determine whether the information is appropriate for determining achievement of the objectives and overall theme. If the data are found to be appropriate, the theme team will determine how to use them to inform practice.

### Lifelong Learning Core Theme

- The Lifelong Learning theme team will recommend changes to the objectives and indicators for this theme to the College Planning Team for eventual approval by the College president and COCC board of directors.
- The theme team will continue to work with existing objectives and indicators, evaluating the data on a regular basis to determine their long-term usefulness for improving practices.
- The Lifelong Learning theme team will also review objectives associated with the business and employee development program to assess specific course and student learning outcomes. Legislation currently pending in Oregon would permit non-credit programs to offer certificates as a recognition of student achievement of a specific skill. If this legislation is approved, the state will mandate and provide training and support for expanding student learning outcomes associated with non-credit certificates. Support at the state level will facilitate internal activity towards non-credit certificate student learning outcomes.

## Appendix A: Responses to previous recommendations

MAY 2012	
RECOMMENDATION 1	REFERENCED STANDARD(S)
The Evaluation Committee recommends that the Institution identify learning outcomes for all transfer and applied courses, programs, and degrees, and developed a systematic method for applying the results to improve student learning.	<p>2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.</p> <p>Also referenced:</p> <ul style="list-style-type: none"> <li>• 2.C.11: Related instruction outcomes as related to applied degrees and certificates.</li> <li>• 4.A.3: Regular assessment of course, program, and degree outcomes.</li> <li>• Eligibility Requirement 22: Identifies and publishes learning outcomes for all certificates and degrees; includes regular assessment of outcomes.</li> </ul>

### COCC Response

#### Course, program, and degree outcomes

##### *Course outcomes*

The College has adopted course outcomes for all COCC courses. Course outcomes are communicated to students in syllabi. Additionally, several academic departments include course outcomes on department web pages (see [Computer Information Systems](#)<sup>39</sup>, [Culinary](#)<sup>40</sup> and [Sociology](#)<sup>41</sup> as examples), individual faculty actively discuss course outcomes within the classroom, and faculty peer reviewers discuss outcomes with individual instructors as part of the College's peer review process.

In addition to the course outcome work required by this standard, the College has developed a process to demonstrate the link between course, program, and theme outcomes via an [outcomes guide form](#)<sup>5</sup>. Several transfer and career and technical education (CTE) programs have completed these guides, while others are in the process of doing so.

##### *Program outcomes*

The majority of COCC career and technical education programs have developed [program outcomes](#)<sup>38</sup>. These outcomes are communicated to students via department web pages (see [Addictions Studies](#)<sup>42</sup>, [Dental Assisting](#)<sup>43</sup>, and [Early Childhood Education](#)<sup>44</sup> as examples). The College will work with CTE programs to develop remaining program outcomes by the end of the 2015-16 academic year.

##### *Degree outcomes*

Oregon's primary transfer degree is the associate of arts–Oregon transfer (AAOT) degree, a statewide degree which comes with a prescribed set of outcomes and course requirements. Individual community colleges cannot change requirements or outcomes. The Oregon Joint

Boards Articulation Committee (JBAC), the state organization charged with ensuring articulation between Oregon community colleges and public universities, adopted AAOT degree student learning outcomes in 2009, and COCC officially adopted those outcomes in 2012-13. At the same time, COCC adopted these outcomes for its other transfer degrees: the associate of science and associate of science—Oregon transfer in business. These outcomes are communicated to students via the [College catalog](#)<sup>28</sup>.

### Course, program, and degree outcomes assessment

As a result of assessing course, program, and degree outcomes, many academic departments have used assessment results to inform practice, which ultimately affects student learning. Examples of this work are highlighted below.

Various levels of outcome guides in development demonstrate the linkage between course, program, and degree outcomes. The [Project-Level Outcome Analysis Form](#)<sup>45</sup>, allows faculty to communicate assessment data, findings, and actions taken in a uniform and concise manner. Based on this pilot process, various courses and programs have made changes such as:

- modifying the assessment tool/methodology to more closely align with outcomes,
- expanding the sample size beyond a specific course section,
- identifying a need for longitudinal data prior to setting benchmarks,
- further delineating data by course type to better interpret findings, and
- adjusting curriculum to better align with outcomes.

Specific examples of course, program, and degree outcomes assessment include the following:

#### *Course outcomes*

COCC's math department has identified outcomes for all courses and regularly engages in assessment of those outcomes. As an example, the department included four questions on the final exam for all spring 2014 MTH 111 sections as a means of assessing course outcomes. An analysis of student responses indicated that the questions did not assess the outcomes, so department faculty redesigned the questions and re-administered them in all fall 2014 MTH 111 final exam sections. This information is currently being compiled and reviewed; results may be available by the time of the site visit.

COCC's automotive program is accredited by the National Automotive Technicians Education Foundation (NATEF). NATEF requires that its institutions assess specific competencies in various courses. These competencies support broader course outcomes. In preparation for its most recent accreditation, COCC's automotive program completed the [NATEF Correlation Chart](#)<sup>46</sup>, which guides assessment of course competencies. Because of this assessment, the automotive program identified a curricular gap within its AUT 102: Automotive Electric I course and adjusted the curriculum to better align with course outcomes and industry competencies. Assessment of this change will next take place during the 2015-16 academic year.

#### *Program outcomes*

COCC's dental assisting program conducts on-going assessment of program outcomes, including to determine whether students who complete the Oregon Radiation Certification (ORC) have

higher rates of employment than non-certified students. To assess this goal, the program consulted with local employers, the Dental Assisting Advisory Committee, with the Oregon Board of Dentistry, and the Commission on Dental Accreditation and determined that local employers are more likely to offer employment to ORC-certified dental assistants. Therefore, the program re-designed its curriculum to allow completion of the ORC prior to students entering dental offices for a spring term practicum. The program will continue assessment to determine whether this curricular change resulted in higher employment rates for COCC graduates.

COCC's Forestry Program established program outcomes in 2012. To assess these outcomes, the program administers a comprehensive exam at the end of its capstone course. The exam includes eight subject areas and 217 questions that correlate directly to the Society of American Foresters' accreditation requirements and COCC Forestry Program outcomes. Because of this assessment, faculty discovered that students scored lower on the "silviculture" section as compared to other topic areas. (Silviculture is the practice of controlling the establishment, growth, composition, health, and quality of forests to meet diverse needs and values.) Additionally, the assessment indicated that students could identify individual species of plants or trees, but could not identify species within a family. In response, forestry faculty modified the curriculum in courses tied directly to these outcome areas and will reassess the impact of these changes when the test is administered again in spring 2015.

#### *Degree outcomes*

The College has begun assessing progress towards transfer degree outcomes with a focus on its nine [degree outcomes](#)<sup>28</sup>. The most recent assessment conducted course-specific assessments in eight of the nine areas to determine alignment with and progress towards degree outcomes. Assessment methodologies included the use of blue-printed test scores, capstone rubrics, attitudinal surveys, common final exam questions, and others. Results provided a partial view of how courses contribute to degree outcomes and allowed faculty to make adjustments to assessment methodologies and curriculum. Ultimately, the College determined that progress towards degree outcomes were "partially met." To progress forward, the College needs to 1) increase the number of courses involved, 2) develop an assessment schedule for the upcoming academic year, 3) continue assessments to collect longitudinal data, and 4) include all nine focus areas. For full details see [Transfer and Articulation Theme Level Analysis](#)<sup>37</sup>.



MAY 2012	
RECOMMENDATION 2	REFERENCED STANDARD
Recognizing that all institutional activities should support core themes, the Evaluation Committee recommends that the institution recognize and document how institutional activities support the college mission and core themes.	3.B.1: Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives

## COCC Response

As discussed in Part I, the College adopted four themes as part of its accreditation process: Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. These same themes were endorsed later as part of the institution’s strategic plan, noting that this process also added a fifth theme of Institutional Sustainability to better identify and assess the work that takes place in non-instructional areas of the College. The College Planning Team is currently considering whether to include Institutional Sustainability as a core theme for accreditation or modify the themes altogether. Regardless, these themes serve as the “goal posts” to guide the College’s programs and services.

The following examples show the different ways the institution’s programs and services have incorporated the College’s new strategic plan within planning activities:

### *Budget development*

In COCC’s annual budget process, individual departments evaluate their specific budget requirements. If a department identifies additional needed resources, it can make a formal budget request. The [2014-15 budget request form](#)<sup>47</sup> asked departments to identify which core theme supports the budget request. The [2015-16 budget request form](#)<sup>48</sup> was modified to not only identify which theme supports the budget request, but also to describe the connection between the budget request and core theme.

In order to prioritize these requests, the College’s Financial Internal Advisory Team (FIAT) used a [scoring rubric](#)<sup>49</sup> to review the request against various criteria, including to what degree the request meets individual theme objectives.

### *Barber Library*

In 2013-14, the Barber Library updated its [strategic plan](#)<sup>50</sup> to align with the College’s newly adopted strategic plan. Library staff conduct regular assessment activities in support of their strategic plan. One specific example, which supports Transfer and Articulation Objective 1.4 and Workforce Development Objective 1.4, is an annual patron survey. Based on data collected from this survey, library staff improved their inter-library loan (ILL) web page and request form and created tutorials to familiarize users with ILL services. Since implementation of these changes, the library staff have noted a 55 percent increase in ILL borrowing activities from 2012-13 to 2013-14.

### *Student Services prioritization process*

The Student Services division has used a scoring rubric to prioritize division-wide initiatives for several years. While the College's strategic plan was not finalized when the rubric process started, it was finalized shortly thereafter, allowing the division to identify the connection between the [prioritized initiatives](#)<sup>51</sup> and each theme. In the future, themes and objectives will be incorporated as part of the scoring rubric criteria.

### *Information Technology Services (ITS) project request, assessment and prioritization process*

The ITS division, in collaboration with the college's Technology Advisory Committee (TAC), has developed a standardized and comprehensive process to prioritize institution-wide technology initiatives. The TAC is a broad-based stakeholder committee, comprised of representatives from faculty, classified staff, administration, and students. During the past three years ITS has refined the process and includes a scoring rubric to calculate the score for a given project. [The Project Evaluation Matrix](#)<sup>52</sup> rubric requires the project requestor, in collaboration with a review committee, to specify which strategic plan themes, if any, will be supported by the project. The more strategic goals supported by the project, the more points are awarded to the project.

MAY 2012	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that the institution articulate a more comprehensive methodology for assessing core theme fulfillment. For example, indicators might include student learning outcomes, program outcomes, nationally normed tests, feedback from transfer institutions and employers, and student satisfaction, etc.	1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.  1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

### COCC Response

Based on feedback from the 2012 and 2013 NWCCU visits, all theme teams reviewed objectives and have begun to review indicators and data sources. Changes are anticipated primarily within the Transfer and Articulation, Workforce Development, and Lifelong Learning core themes. Theme teams will recommend changes to objectives by the end of 2014-15, while work on the indicators and data sources will be an on-going, iterative process between 2015-16 and the Year Seven report.

Examples of proposed objective changes include the following:

#### *Transfer and Articulation*

- Current Objective TA.1: Maximize entry, support, and exit services to promote access and success for students intending to transfer.
- Proposed Change: Delete this objective.
- Rationale: COCC's student support services are nearly the same for all credit students, regardless of program. Therefore, measuring this objective as it specifically applies to the transfer and articulation theme is challenging. Additionally, including only student support

services is limiting in scope. Measuring college-wide support services may be better tied to other themes such as institutional sustainability.

*Lifelong Learning*

- Current Objective LL.4: Increase accessibility, instructional delivery, and registration options in Continuing Education.
- Proposed Change: Increase accessibility and instructional delivery options in Continuing Education.
- Rationale: Delete the word “registration” since the College already provides all available registration means (mail, drop-in, and online).

A summary of all [current and proposed objectives<sup>53</sup>](#) is available on the accreditation resources web page. While each core theme team has finalized its proposed new objectives, the four teams are still identifying changes to the indicators and data sources. During the spring 2013 visit, the visitors indicated that the Basic Skills objectives or indicators did not require changes.

SPRING 2013	
RECOMMENDATION 1	REFERENCED STANDARD
The Evaluation Committee recommends that the recommendations set forth in the prior report need to still be addressed by COCC, with specific attention paid to how the College will measure and address daily operations as to their relation and support of the institution’s mission.	None.

**COCC Response**

As discussed above, the College has made reasonable progress towards each of the May 2012 recommendations. Part III of this report identifies where continued work is needed.

SPRING 2013	
RECOMMENDATION 2	REFERENCED STANDARD
Recognizing the College’s efforts in clarifying mission fulfillment, the evaluation committee recommends that Central Oregon Community College identify benchmarks of mission fulfillment, or institutional accomplishments, that are clearly defined by the institution’s purpose, characteristics, and expectations.	1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

**COCC Response**

As part of COCC’s [Comprehensive Self-Evaluation Report<sup>8</sup>](#) (March 2012), the College identified indicators and benchmarks of achievement for each theme. Since the comprehensive visit, the theme teams have

refined objectives and are beginning to refine indicators, data sources, and benchmarks. The College Planning Team will review recommendations regarding objectives by the end of 2014-15, with indicators and benchmarks by the end of 2017-18.

In preparation for the College’s comprehensive visit in 2012, the College initially employed a color-coding system as a means of providing a visual representation of progress towards benchmarks. In the color coding system:

- red signifies achievement that has not yet met the minimum benchmark threshold;
- yellow signifies achievement at an acceptable level; and
- green signifies that aspirational achievement has been reached.

COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the achievement indicators in each of the four core theme areas. The CPT will review whether this system is the most effective tool for confirming and communicating mission fulfillment. The College Planning Team will consider other means of measuring mission fulfillment in the coming year.

SPRING 2013	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that COCC ensure rationale clearly address and support their objectives and indicators.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

### COCC Response

In addition to the work done to refine objectives and upcoming refinement of indicators, theme teams will review and refine rationale for the indicators in the coming years. The College Planning Team will review these recommendations and aim for board approval by the end of 2017-18.

SPRING 2013	
RECOMMENDATION 4	REFERENCED STANDARD
The Evaluation Committee recommends that COCC provide more specificity as to how indicators will be measured.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

### COCC Response

Similar to recommendations two and three, the theme teams are reviewing and refining indicators. Upcoming work includes identifying data sources and determining how and when to measure indicators. Once objectives are approved at the end of 2014-15, Theme Teams will continue indicator refinement in 2015-16 and beyond. While peer evaluators did not recommend changes to the Basic Skills theme team indicators during the spring 2013 visit, the Basic Skills theme team may recommend changes to its GED indicators.

## Appendix B: Supporting Documents

The following supporting documents are hyperlinked and numbered throughout the report and serve as evidence of COCC's commitment to supporting mission fulfillment.

### Preface

- 1: [Setting Strategic Direction for 2013](#)
- 2: [2013-18 Strategic Plan](#)
- 3: [Academic Master Plan](#)
- 4: [Student Success Planning](#)
- 5: [Outcome Guide Model](#)
- 6: [Data Stewardship Advisory Committee](#)
- 7: [Accreditation Webpage](#)

### Part I. Mission Fulfillment: Core Themes, Objectives, and Indicators

- 8: [2012 Accreditation Report](#)
- 9: [Institutional Values](#)
- 10: [College Planning and Theme Team Charters](#)
- 11: [Theme-Level Outcome Guides](#)

### Part II. Two Representative Examples

#### **Example 1: Nursing**

- 12: [Nursing Program Student Handbook](#)
- 13: [Workforce Development Theme Outcome Guide \(TOG\)](#)
- 14: [Nursing Program Outcome Guide \(POG\)](#)
- 15: [Nursing Course Outcome Guides \(COGs\)](#)
- 16: [Nursing 106 Course Syllabus](#)
- 17: [Comparison of College Mission to Workforce Development Student Learning Outcomes](#)
- 18: [Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse](#)
- 19: [Theme Outcome Assessment Analysis Summary - Nursing](#)
- 20: [Outcome Assessment Analysis- Executive Summary HESI-Practical Nurse](#)
- 21: [NCLEX-RN First Time Pass Rates](#)
- 22: [Outcome Assessment Analysis- Executive Summary 2013 NCLEX-RN Pass Rate](#)
- 23: [Outcome Assessment Analysis- Executive Summary 2014 Graduation Rate](#)
- 24: [Outcome Assessment Analysis- Executive Summary Graduate Survey](#)
- 25: [Outcome Assessment Analysis- Executive Summary 2013 1st Year Student Curriculum Survey](#)
- 26: [Outcome Assessment Analysis- Executive Summary 2nd Year Student Curriculum Survey](#)
- 27: [Nursing Program Survey Data](#)

#### **Example 2: Writing**

- 28: [Transfer Degree Student Learning Outcomes](#)
- 29: [Transfer and Articulation Theme Outcome Guide](#)
- 30: [Writing Focus Outcome Guide](#)
- 31: [Course Coverage Report \(Fall 2014 Snapshot\)](#)
- 32: [TETYC Toward a Definition of a Writing Program Self Assessment](#)
- 33: [Writing Course Student Learning Outcomes](#)

- 34: [Writing and Information Literacy Assessment Rubric](#)
- 35: [Assessment Reporting Form Writing and Information Literacy](#)
- 36: [Spring 2014 Transfer and Articulation Outcome Assessment Analyses](#)
- 37: [Transfer and Articulation Theme Level Analysis](#)

### **Part III: Moving forward to year seven**

- 38: [CTE Program Outcome Inventory](#)

### **Appendix A: Responses to previous recommendations**

- 39: [Computer Information Systems](#)
- 40: [Culinary](#)
- 41: [Sociology](#)
- 42: [Addictions Studies](#)
- 43: [Dental Assisting](#)
- 44: [Early Childhood Education](#)
- 45: [Project-Level Outcome Analysis Form](#)
- 46: [Automotive NATEF Correlation Chart](#)
- 47: [Budget Request Form 2014-15](#)
- 48: [Budget Request Form 2015-16 Final](#)
- 49: [FIAT Scoring Rubric \(draft\)](#)
- 50: [Library Strategic Plan](#)
- 51: [Student Services Priorities Overview](#)
- 52: [Information Technology Services](#)
- 53: [Strategic Plan - Proposed Objective Changes](#)

Exhibit: 13.a  
March 17, 2015  
Approval \_\_\_\_ Yes \_\_\_\_ No  
Motion: \_\_\_\_

Central Oregon Community College  
Board of Directors

**RESOLUTION**

Prepared by: Shirley Metcalf, President

**A. Action Under Consideration**

Name the Campus Center the **Coats Campus Center**, in honor of Bob and Joyce Coats

**B. Discussion/History**

Around 1960, COCC had outgrown the downtown Bend High location and was looking for land on which to establish a permanent campus. Bob and Joyce Coats had moved to Central Oregon around 1950 and had made it their home and the home for their growing family. Bob was in the habit of buying distressed properties and had a portfolio of land that included most of Awbrey Butte. He and Joyce were both great proponents of education and they did not feel the possible Pilot Butte location was large enough. They outright donated the initial 80 acres of the current Bend campus and were instrumental in encouraging the other donations of the Bend campus land (see attached map). Though their donation is mentioned in the College's 50<sup>th</sup> anniversary history, no other formal acknowledgement has been made to date.

**C. Options/Analysis**

Accept recommendation

Decline recommendation

**D. Recommendation**

Be It Resolved that the Board of Directors of Central Oregon Community College approve that the Campus Center **be named the Coats Campus Center**, in honor of Bob and Joyce Coats extraordinary donation of land for the Bend campus.

**E. Budget Impact**

There will be minimal budget impact for signage on the building.

Central Oregon Community College  
Board of Directors

**ABS/OSEA COLLECTIVE BARGAINING AGREEMENT**

Prepared by: Sally Sorenson-Director of Human Resources

**A. Action Under Consideration**

The College and the COCC and the ABS Instructors Oregon School Employees Association Chapter 700 have been engaged in collective bargaining since June, 2014 negotiating a contract to begin, retroactively, on July 1, 2014.

**B. Discussion/History**

The two teams reached a tentative agreement on February 20, 2015. Since then, details have been worked out as outlined, following. The proposed contract was considered by the ABS/OSEA membership on Friday, March 6, 2015, and was approved as stated, below.

Representatives of the COCC Bargaining Team have apprised the Interim President of progress throughout the negotiations process.

There are eight (8) members in the ABS/OSEA bargaining unit. Assuming the vote by the ABS/OSEA membership is positive, the Board will be asked to approve the contract at the March 17, 2015 meeting.

**C. Options/Analysis**

Approve the Agreement for the ABS/OSEA contract.

Decline approval of the Agreement for the ABS/OSE contract.

**D. Key Components of the Agreement**

This Agreement has a 3-year duration and will be effective retroactively from July 1, 2014, through June 30, 2017

There is a reopener in the 2<sup>nd</sup> year for the third year, 2016-17, on Article 15 – Workload Measurement Standards, Article 19 – Salaries and Article 21 – Insurance.

The agreement calls for a 3.5% increase to each step of the Full-time Salary Schedule in the first year and the increase for the second year of the agreement will be based on the level of funding received from the State (included on page 2 of this document), similar to the Faculty Forum contract.

Increases to the College contribution for health insurance is outlined in Article 19 (pages 2 and 3 of this document) and is comparable to the language in the Classified CBA.

As appropriate, subsections were added to some articles to recognize differences between members with a 9-month/179-day contract and those with a 12-month/230-day contract (DRCI); namely, Article 9 – Employee Probation, Article 12 – Leaves, Article 14 – Work Year, Article 17 – Process for Notification of and Request for Courses.

In addition, we agreed to several other changes, included in the next few pages.



## Article 12 – Leaves

### 12.1 – Sick Leave

- Continue to base sick-time benefit on 8 hours/month (i.e. 80 hrs. for 9-month contract and 96 hrs. for 12-month contract)
- Front-loading the applicable amount at the beginning of the academic year (as of the Fall term, beginning of the contract)

### 12.4 – Bereavement Leave

Updated to reflect the changes in OFLA regulations

## Article 19 – Salaries (see separate salary schedules)

Salary Schedules for the 2015-2016 year of the agreement:

- If in the 2015 Legislative Session, the state allocation to community colleges\* is below \$520 million, each step of the salary grades and in all four columns of the salary scale will be increased by 2.75% and Instructors with satisfactory evaluations will be eligible for a step increase effective that date.
- If in the 2015 Legislative Session, the state allocation to community colleges\* is at or above \$520 and up to \$559.99 million, the adjustment to each step of the salary grades and in all 4 columns of the salary scale will be an increase of 3.0% and Instructors with satisfactory evaluations will be eligible for a step increase effective that date.
- If in the 2015 Legislative Session, the state allocation to community colleges\* is at or above \$560 or greater, the adjustment to each step of the salary grades and in all 4 columns of the salary scale will be an increase of 3.5% and Instructors with satisfactory evaluations will be eligible for a step increase effective that date.

\*Excludes “special” state allocations specifically for items such as “tuition buy-down” or “deferred maintenance.”

### 19.2 - Longevity

- Continue to use 18 steps for longevity
- When the salary grades are adjusted by the applicable negotiated percentage, any member at the Step 18 will receive that % increase to Step 18 as a new salary rate, and
- That member will not advance a step but will receive a lump sum payment at the beginning of their contract that is equivalent to the agreed-on percentage increase for that year in place of the step, in addition to the increase to base salary as stated in (b) above.

## Article 21 - Insurance (language consistent with that of the Classified Association of COCC Collective Bargaining Agreement)

College and Employee Contribution. The College will contribute toward the cost of college-purchased health insurance (medical, prescription, dental, and vision only) for full-time members at a maximum of 90% of the cost of such insurance; Members will pay a minimum of 10% of the health insurance premium.

- a. 2014-15: For 2014-15, in no event shall the College pay more than the cap of \$1,547.36 for the highest cost plan; the employee will pay the balance.

- b. 2015-16: For 2015-16, if insurance rates increase between 0% and 9%, the College shall contribute a maximum of \$1,686.62 towards the monthly premium for the highest cost plan; the employee will pay the balance. For insurance rate increases greater than 9% and up to 12%, employee pays for the premium amount above College's monthly maximum. If insurance rates increase greater than 12%, the CACOCC and College agree to open the contract for purposes of negotiating insurance rates only.
- c. 2016-17: To be reopened in the second year for the 2016-17 year.

**E. Timing**

Approval needed to implement the agreement and retroactive pay immediately.

**F. Resolution**

Be it resolved that the Board of Directors does approve *Section D, Key Components*, as presented above, to approve the ABS/OSEA collective bargaining agreement, effective July 1, 2014.



Central Oregon Community College  
**50th Anniversary Celebration Event**  
**Thursday, May 14, 2015**

**Event Details:**

**Date:** Thursday, May 14, 2015

**Time:** 4:00 pm - 7:00 pm

**Background:** 50th Anniversary of Land Donation to the Bend Campus

**Theme:** Past, Present, and Future

**Goal:** Showcase COCC and let people know what we do as well as thank the community for their support.

**Locations and Event Logistics:**

- **Campus Center** - Main event area and foyer area: Welcome/Check in
- **Wille Hall** - Music by a Jazz Trio.\*Big Announcement at 5:45 pm at Campus Center. Criminal Justice Department is sponsoring the Bend Color Guard to lead us prior to the Big Announcement.
- **Past – Barber Library Rotunda** - History of the college, yearbooks, and a display letting folks know this is a Community Library - Snacks from 1960/70's
- **Present - Health Careers Center** - Massages/Dental Asst.- Healthy Foods
- **Future - Science Center** - Hydroponics (how to grow food in outer space) Biotechnology (using genetics to produce products), Science Posters from Alumni and Students with focus on the future: "Futuristic Food!"
- **Mazama Field** -Car Show: Automotive, Helicopter, UAS demonstration
- **Patio – (Campus Center) Multicultural** - Dancing, etc. Multicultural food
- **New Residence Hall** - Tours of the New Residence Hall
- **Radio Station** - broadcasting Classic Hits
- **Phone Bank** in Board Room/BEC - with COCC Foundation Scholarship Volunteers calling Monday prior to event
- **MATC** - Giveaways: Key Chains

For further information, contact: Rebecca Wilhite [rwilhite@cocc.edu](mailto:rwilhite@cocc.edu)

**Event Committee:**

President Metcalf  
Sharla Andersen - Contracts  
Laura Boehme - TV, AV and IT  
Deena Cook - Culinary  
Sarah Fuller - Science  
Tina Hovekamp - Library  
Drew Jones - Welcome/Tours  
Stephanie Manriquez - Health  
Ken Mays - Field  
Ron Paradis - College Relations  
Julie Smith - Catering  
Jessica Thayer - Phone Bank  
Joe Viola - Campus Services  
Jim Weaver - Announcement  
Rebecca Wilhite - Event Planner

**Event Coordination and Key Contacts:**

Alumni Letters: Zelda Ziegler and Carol Higginbotham  
Aviation: Karl Baldessari  
AV & IT: Ryan Hildenbrand and Laura Boehme  
Community Learning: Glenda Lantis and Rebecca Wilhite  
Dental: Deb Davies and Staff  
Jazz Trio: Jim Knox, Warren Zaiger, Rich Hurdle  
MATC - Jeff Wilhite  
NIR: Ron Boldenow  
Robotics Club: Joseph Boero  
Scholarship Volunteers: Kim Bessling

**Chairs and Committee Members**

Deena Cook - Culinary - Staff and Students  
Michelle DeSilva - Paw Print Club – Amy Howell and Matt Novak  
Seth Elliott - Security - Staff  
Sarah Fuller - Science - Meredith Humphries, Bruce Emerson, Zelda Ziegler, Carol Higginbotham and Joseph Boero (Robotics Club)  
Tina Hovekamp - Library – Mary Beth Hamilton, Kirsten Hostetler, Linda Skladal Teresa/Rese Stec  
Drew Jones - Welcome/Tours - Lindsey Buccafurni and Student Ambassadors  
Stephanie Manriquez/Health – Stephanie Manriquez, Amber Clark, Alan Nunes, Rodney Cross, Alissa Locke, Kellie Chambers LacA, Jane Heddles-Flint, Whitney Sorenson/LMT  
Deb Davies, Lynn Murray, Kristi Hammerquist/Dental  
Beth Palmer, Cindy Elston/Vet Tech  
Shannon Waller – Pharmacy  
Dawn Lane, Deb Malone – Medical Assisting  
Ken Mays - Field - Karl Baldessari (Aviation) Justin Greggor (Fire Jeep)  
Matt McCoy and Gordon Price - Residence Hall - Staff  
Ron Paradis - College Relations - Aimee Metcalf  
Karen Roth - Multicultural - Staff and Students\*\*\*  
Julie Smith - Catering - Mary Sossaman (Sodexo)  
Taran Smith - Campus Center - Student Government  
Jessica Thayer - Phone Bank - Foundation Scholarship Recipients  
Joe Viola - Campus Services - Staff  
Jim Weaver - Announcement  
Rebecca Wilhite - Event Planner