



CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, March 9, 2016 – 7:00 PM
Christiansen Board Room, Boyle Education Center

TIME**	ITEM	ENC.*	ACTION	PRESENTER
7:00 pm	I. Call to Order			Ford
7:05 pm	II. Introduction of Guests			
7:10 pm	III. President's Report			Metcalf /
	A. Faculty Recognition of Tenure			FF/Newby ^P
	B. Tenure (Faculty)	3.b	X	Metcalf
7:40 pm	IV. Agenda Changes			
7:41pm	V. Public Hearing and Testimony			
	A.			
7:45 pm	VI. Consent Agenda***			
	A. Minutes			
	1. Regular – February 10, 2016	6.a1	X	Smith
	B. Personnel			
	1. New Hire Report (Feb. 2016)	6.b1	X	Sorenson ^A
	2. Approval to Hire (Marnell)	6.b2	X	✓
	3. Approval to Hire (Spaccarotelli)	6.b3	X	✓
	4. Approval to Hire (Davis)	6.b4	X	✓
	C. Promotions (Faculty)	6.c	X	Metcalf ^A
	D. Approval to Hire – CFO (Dona)	6.d	X	Metcalf ^A
	E. Custodian of Funds	6.e	X	Bloyer ^A
	F. Deputy Clerk	6.f	X	Bloyer ^A
	G. Emeritus (Jackson, Hood-Gonsalves)	6.g	X	Newby ^A
	H. Sabbatical (Harper, Bouknight) <i>Revised</i>	6.h	X	Emerson/Ellis/ Newby ^A
7:46 pm	VII. Information Items			
	A. Financial Statements	7.a		Bloyer ^A
	B. Tuition & Fees (2016-2017)	7.b		Dona ^A
	C. Campus Public Safety Annual Report	7.c		McCoy/Bennett ^A
	D. Student Success Report & Newsletter	7.d		Newby ^A
	E. Housing Update	7.e		Moore/Jones ^A
	F. Faculty Forum Report – Winter 2016	7.f		Higginbotham ^A
7:55 pm	VIII. Old Business			
8:00 pm	IX. New Business			
	A. Housing Room & Meal Plan Rates (2016-2017)	9.a	X	Moore ^A
	B. Naming of Classroom 330 in the Health Careers Center	9.b	X	Metcalf ^P /Boone

- 8:10 pm X. **Board of Directors' Operations**
A. Board Member Activities
- 8:15 pm XI. **President's Report**
A. Updates:
1. Taste of the Town & Meal of the Year Boone
- 8:20 pm XII. **Dates**
1. Wednesday, April 13, 2016 – Budget & Board of Directors Meetings
6pm / 7pm (Christiansen Board Room/Boyle Education Center Bldg.)
2. GISS – Advanced Governance Institute for Student Success – Oregon
June 28, 29 and 30, 2016 – The Riverhouse Convention Center – Bend, OR
- XIII. **Adjourn**

* Material to be distributed at the meeting (as necessary). ** **Times** listed on the agenda are approximate to assist the Chair of the Board. *** Confirmation of Consent Agenda items submitted by the President. Any item may be moved from the Consent Agenda to Old/New Business by a Board Member asking the Chair to consider the item separately. = indicates a presentation will be provided. **A** = indicates the presenter is Available for background information if requested.

Exhibit: 3.b
March 9, 2016
Approval: ___ Yes ___ No
Motion: ___

CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors

RESOLUTION

Prepared by: Dr. Julie Downing (Chair), Dr. Chad Harris, Dr. Tom Barry, Scott Hays, Kevin Grove, & Lynn Murray

A. Action Under Consideration

Approve tenure for: Stephanie Andre', Emma Chaput, Sara Henson, Mara Kerr, Dawn Lane, Deborah Malone, Owen Murphy, Dr. Matthew Novak, Chris Rubio, & Jessica 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.

Stephanie Andre', an Assistant Professor II of English, earned her Master's in English from Rutgers University in 2006. Stephanie teaches various Writing and English courses for COCC including English Composition, Technical Writing, & Pop Culture: Travel Literature.

Emma Chaput, an Assistant Professor II of Biology, earned her Master's in Public Health from Yale University in 2001. Emma teaches science courses including Anatomy /Physiology and Microbiology. She teaches in-person and online courses for COCC in both Bend and Redmond.

Sara Henson, an Assistant Professor II of Human Development, earned her Master's in Education in 1998 from the University of Vermont. Sara teaches various COCC Human Development classes such as Study Strategies, Career Planning, College Success, and Test-Taking. Sara was the COCC Coordinator of Student Life back in 2003.

Mara Kerr, an Assistant Professor II of Nursing, earned her Master's in Nursing Leadership from the University of Portland in 2003. She is certified as a Nurse Educator and is a Registered Nurse through the Oregon State Board of Nursing. Mara teaches COCC Nursing lecture, lab, and clinical courses, primarily for 2nd year Nursing students, and is the COCC Nurse Administrator.

Dawn Lane, an Assistant Professor II of Nursing, earned her Master's in Nursing from Gonzaga University. She began at COCC in 2007 as a Temporary Instructor of Nursing. Today Dawn is the COCC Certified Nursing Assistant (CNA) Program Director and teaches both Nursing and CNA courses.

Deborah Malone, an Assistant Professor II of Medical Assisting, earned her Nurse Practitioner Master's degree from Oregon Health Sciences University. She is currently the COCC Medical Assisting Program Director and teaches Medical Assisting (MA) classes as well. She began at COCC in 2009 as a Temporary MA Program Director and Instructor.

Owen Murphy, an Assistant Professor II of Health & Human Performance (HHP), earned his Master's degree in Health and Human Development from Montana State University. At COCC, Owen teaches various HHP courses such as Health Psychology, Health & Fitness, Human Sexuality, and Sustainable Foods & Nutrition (Owen created this course at COCC).

Matthew Novak, an Assistant Professor II of Psychology, earned his PhD in Developmental Psychology from the University of Washington. He teaches various COCC psychology courses such as Mind & Brain, Mind & Society, Developmental Psychology, and Research Methods. Matthew brought the American Society of Primatologists Conference to Bend in June 2015.

Chris Rubio, Associate Professor of English, earned her Master's in English from California State University-Sacramento. She began at COCC as a Temporary instructor of English in 2010. Currently Chris teaches COCC Developmental Writing, Technical Writing, and other English courses.

Jessica Russell, Assistant Professor II of Outdoor Leadership (OL), earned her Master's in Environmental Studies with a focus in Sustainable Education from Prescott College in Arizona. Jessie teaches various COCC OL courses including Outdoor Living Skills, Facilitating Group Experiences, OL Technical Skills, and Wilderness Advanced First Aid.

C. Options/Analysis

Grant tenure to Stephanie Andre', Emma Chaput, Sara Henson, Mara Kerr, Dawn Lane, Deborah Malone, Owen Murphy, Dr. Matthew Novak, Chris Rubio, & Jessica Russell

Decline granting tenure for Stephanie Andre', Emma Chaput, Sara Henson, Mara Kerr, Dawn Lane, Deborah Malone, Owen Murphy, Dr. Matthew Novak, Chris Rubio, & Jessica Russell

D. Timing

Tenure is effective with the 2016-17 academic year.

E. Recommendation

Be it resolved that the Board of Directors of Central Oregon Community College grants tenure to Stephanie Andre', Emma Chaput, Sara Henson, Mara Kerr, Dawn Lane, Deborah Malone, Owen Murphy, Dr. Matthew Novak, Chris Rubio, & Jessica Russell.

F. Budget Impact

None



CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Wednesday, February 10, 2016 – 6 p.m.
Christiansen Board Room, Boyle Education Center - Bend Campus

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

INTRODUCTION OF GUESTS: Matt McCoy, Jenni Newby, Jerry Schulz, Jim Jones, Zak Boone, Stacey Donohue, David Dona, Michael Fisher, Ron Paradis, Glenda Lantis, Alicia Moore, Sally Sorenson, Lisa Bloyer, Joe Viola, Dan Cecchini, Carol Higginbotham, Cady-Mae Koon, Tony Russell, Julie Hood Gonsalves, Chris Egertson, Brynn Pierce and others.

CONSENT AGENDA:

Mr. Bruce Abernethy moved to approve the Consent Agenda (Exhibit: 6). Mr. Joe Krenowicz seconded. MCU. Approved. M02/16:1

BE IT RESOLVED that the Board of Directors approved the regular meeting Minutes of January 13, 2016 (Exhibit: 6.a1);

BE IT RESOLVED that the Board of Directors reviewed and approved the January 2016 New Hire Report (Exhibit: 6.b1).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 7.a)

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

Institutional Data – COCC Enrollment

Brynn Pierce-Director of Institutional Effectiveness introduced Chris Egertson-Research Analyst who gave a tour on the COCC website of the newly developed COCC Enrollment Reports.

Food Service Survey (Exhibit: 7.c)

The Board of Directors were apprised of the Fall 2015, Sodexo (Food Service Provider) survey that was presented to COCC students, staff, and faculty. The feedback was used to understand customer demands and improve retail and dining services.

Student Success: Placement (Exhibit: 7.d)

The Board of Directors were apprised of Student Success-Placement.

Housing Operations Report

Alicia Moore-Dean of Student and Enrollment Services, Jim Jones-Interim CFO and Ron Paradis-Executive Director of College Relations, gave an overview on housing, fiscal and marketing initiatives.

Sabbatical (Exhibit: 7.f)

The Board of Directors were apprised of the sabbaticals for faculty members Amy Harper and Jon Bouknight.

BOARD OF DIRECTORS' OPERATIONS:

OCCA Board Forum/Meeting January 28, 2016

Vikki Ricks reported that she attended the recent Oregon Community College Association's Forum/Meeting in Albany. Discussion topics included:

- Various bills in the Oregon Legislature that OCCA is tracking on behalf of community colleges
- Safety and Security at the college campuses
- Applied baccalaureate degrees
- House Bills directing HECC and student placement
- Pathways to degrees and certificates that are aligned with Oregon Promise
- Minimum Wage bill
- OCCA survey on services.

Board Member Activities

Mr. Dorsch Meetings with Laura Craska Cooper and President Metcalf
Phone call with John Mundy re: student housing

Mr. Mundy Fundraiser for the High Desert Museum at the Riverhouse
Attended annual Orchard District Neighborhood Assn. Mtg.
Phone call w/Tony Dorsch re: development of college property
Meeting at Deschutes County Library re: how to train students to apply for
scholarships
Initiated scholarship application review for Pride Foundation

- Ms. Craska Cooper Met with TAG coordinator
Meeting with Tony Dorsch
Lunch meeting with David Ford
Chef Julian Darwin's Knife Skills Class
- Mr. David Ford Attended Bend-La Pine School District's Facilities Meeting
OSU Cascades Advisory Board Meeting
Rep. Knute Buhler's re-election kick-off event
Lunch meeting with Laura Craska Cooper
Agenda Review with President Metcalf
- Mr. Joe Krenowicz Met with OSU Open Campus Director
Met with high school principals re: Oregon Promise
Met with Oregon House Representatives Huffman and Buehler
Re: COCC's Education and Development and Sales Tax
- Mr. Abernethy Met with faculty member Monica Vines re: grant initiative
- Ms. Ricks South County Adult Education Committee
Distributed COCC class flyers
OCCA Survey
North Lake - Oregon Promise
Attended OCCA Board Meeting and Forum in Salem
Conversations re: Title III grant

PRESIDENT'S REPORT

Academic Master Plan: Building on Excellence 2015-2018 (Exhibit: 11.a1)

Jenni Newby-Interim Executive Dean for Instruction and Chief Academic Officer and Julie Hood-Gonslaves-Professor of Human Biology reviewed that the Academic Master Plan which was initiated in 2014. The AMP provides proactive vision and focus for future decisions and activity in instructional matters at Central Oregon Community College.

Adjourn to Executive Session: 8:20 PM

Executive Session: ORS 192.660 (1)(e) Real Property Transactions

Adjourn Executive Session: 9:10 PM

9:11 PM - Re-Convene Regular Board of Directors' Meeting - Open Session

Solar PPA (Handout: 8.a)

In May of 2015, the COCC Board approved that the College enter into a solar power purchase agreement. The PPA is with Sunlight Solar Energy (SSE). SSE would like to assign the PPA to Interstate Gas Supply Inc. who is SSE's financial partner for the solar project, which requires a clerical/clarifying amendment to the PPA.

Mr. Tony Dorsch moved to approve and consent to the amendment of the Purchase Power Agreement and the assignment of the amended PPA to Interstate GAS Supply Inc. and that President Metcalf or her designee are authorized to execute the proposed amendment, assignment and consent to assignment as presented in (Exhibit: 8.a). Ms. Vikki Ricks seconded. MCU. Approved. M02/16:2

ADJOURN: 9:15 PM

Exhibit: 6.b1
March 9, 2016
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – February 1-29, 2016

Name	Date Hired	Location	Job title
Classified Full-Time			
Pierce, Susan	2/15/2016	Bend	Fin Aid Specialist - Vet
Reed, Vallard	2/8/2016	Bend	Custodian
Tracy, Richard E	2/8/2016	Bend	Custodian
Temporary Hourly			
Beyer, Pamela J	2/1/2016	Bend	Tech Analyst Fin Aid
Cook, Steven L	2/1/2016	Bend	EMT Lab Assistant
Schneider, Sarah Gwen	2/15/2016	Bend	Sub Inst ABS

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for TAMARA MARNELL as ILS & Discovery Librarian .
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	<p>IS.1 - Expand and refine data, research and assessment systems and infrastructure to support student success. <i>This position is necessary to support the college's efforts in data gathering and assessment related to library electronic services and e-resources as these tie to student success.</i></p> <p>IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. <i>This position is necessary to sustain and promote our collaborative work and systems support within the Orbis Cascades Alliance, our primary network of academic libraries in the NW. The impact of the Alliance on our campus community is reflected in a wealth of benefits we draw upon, including borrowing privileges, courier services, access to our new Integrated Library System (ILS), significant database discounts and access to collaborative electronic collections.</i></p> <p>IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability. <i>This position is essential to ensure the library's viability through appropriate support for Barber Library's electronic operational systems.</i></p> <p>IS.9 - Expand access throughout the district with long-term strategies for educational services in underserved areas. <i>This position is essential to ensure equitable, 24/7 access to Barber Library resources and services throughout COCC's service district regardless of location.</i></p>
Transfer and Articulation Objectives	<p>TA.1 - <i>Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer. This position allows Barber Library to provide robust electronic services and research support as part of COCC's student preparation for transfer to four-year institutions where library research is a critical educational component.</i></p> <p>TA.2 - <i>Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. This position is necessary to provide a robust electronic library environment that supports all COCC</i></p>

	<p><i>curricula and the students' successful degree completion.</i></p> <p>TA.3 - Provide students a high-quality general education. <i>This position is necessary to ensure access to Barber Library's rich electronic resources and services as part of their educational experience on the COCC campus.</i></p>
Workforce Development Objectives	<p>WD.1 - <i>Maximizes support services, from entrance to transfer, to promote access and success. This position is necessary to provide maximum access to Barber Library's information environment as this supports both CTE degree programs and student preparation for the modern workplace.</i></p>
Lifelong Learning	<p>LL.1 - Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.</p> <p>LL.2 - Increase overall, lifelong learning participation.</p> <p>LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities.</p> <p><i>This position is necessary for Barber Library to promote lifelong learning via its rich electronic environment and provide access to electronic resources that broaden opportunities for new discoveries and educational enrichment.</i></p>

A. Background

This is a replacement position. The **ILS & Discovery Librarian** position is a 12-month, professional staff position within the Library Services department at Central Oregon Community College. The position's primary purpose is responsible for providing leadership in the discovery and accessibility of current information resources and researches, evaluates, and recommends new library technologies; maintains close collaboration with Orbis Cascade Alliance and its members and partners; works closely with COCC's Information Technology Services (ITS) Department as well as faculty and students across the campus; participates actively in the instructional program and research support services of the library and provides related library expertise to the college in support of its instructional mission.

B. Options/Analysis

- Approve the employment contract for TAMARA MARNELL as ILS & Discovery Librarian.
- Decline approval of the employment contract for TAMARA MARNELL as ILS & Discovery Librarian.

C. Timing

The ILS & Discovery Librarian position is appointed for a 12-month employment contract each fiscal year. For the 2015-16 fiscal year, the initial employment contract period will be from May 1, 2016 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for TAMARA MARNELL as ILS & Discovery Librarian.

F. Miscellaneous

Ms. Marnell was the Library Web Analyst at Portland Community College (PCC). As part of the Digital Services Team, she administered most library technologies for the college including development and maintenance of the PCC's Library web site, configuration and customization of the Library's integrated library systems, support for access to the library's electronic resources and other library staff technology. Ms. Marnell has a Master's of Library Science from Indiana University and a BA in Biology.

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for LINDA SPACCAROTELLI as Purchasing Coordinator .
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	<p>IS.1 - Expand and refine data, research and assessment systems and infrastructure to support student success.</p> <p>IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability.</p> <p>IS.6 - Further develop and enhance facilities to ensure institutional quality and viability.</p> <p>IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.</p>

A. Background

This is a replacement position. The **Purchasing Coordinator** position is a part-time, 11-month, professional staff position within the Chief Financial Officer / Contracts and Risk Management department at Central Oregon Community College. The position's primary purpose is responsible for ensuring campus compliance with COCC and State of Oregon purchasing policies, rules, law, and contract law. Responsibilities include the development of bid solicitations as well as participating in all aspects of bid solicitation analysis, and award for the campus.

B. Options/Analysis

- Approve the employment contract for LINDA SPACCAROTELLI as Purchasing Coordinator.
- Decline approval of the employment contract for LINDA SPACCAROTELLI as Purchasing Coordinator.

C. Timing

The Purchasing Coordinator position is appointed for a part-time, 11-month employment contract each fiscal year. For the 2015-16 fiscal year, the initial employment contract period will be from February 29, 2016 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contract for **LINDA SPACCAROTELLI** as Purchasing Coordinator.

F. Miscellaneous

Ms. Spaccarotelli recently retired from Umpqua Community College after 18 years of community college experience. Linda worked in the UCC Human Resources Office, Bookstore, and retired after 9 years as the Purchasing Manager for the College, relocating to Central Oregon. Linda has an AAS from UCC, has been certified with the Oregon National Institute of Public Purchasing, and has extensive Banner Software and Community College Rules of Procurement experience.

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for - ANDREW DAVIS as Director for Student and Campus Life.
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	IS.8 – Support enrollment and success of underrepresented students.
Transfer and Articulation Objectives	TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Workforce Development Objectives	WD.1 - Maximizes support services, from entrance to transfer, to promote access and success.
Lifelong Learning	LL.1 – Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

A. Background

This is a replacement position. The **Director of Student and Campus Life** position is a 12-month, professional staff position within the Student Life department at Central Oregon Community College. The position's primary purpose is responsible for development, supervision and management of all aspects of a comprehensive student and campus life program for both commuter and resident students. The Director supervises professional and student staff. Areas of responsibility include campus programming and events; student governance and leadership; student clubs and organizations including the student newspaper; student conduct and grievance processes; club sports/intramurals, on-campus housing and residence life; Title IX coordination and campus center facility; function within a team environment to promote student success.

B. Options/Analysis

- Approve the employment contract for ANDREW DAVIS as Director of Student and Campus Life.
- Decline approval of the employment contract for ANDREW DAVIS as Director of Student and Campus Life.

C. Timing

The Director of Student and Campus Life position is appointed for a 12-month employment contract each fiscal year. For the 2015-16 fiscal year the initial employment contract period will be from March 7, 2016 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for ANDREW DAVIS as Director of Student and Campus Life.

F. Miscellaneous

Mr. Davis was previously the Coordinator of Student Life for Oregon State University – Cascades Campus in which he provided strategic planning for their student life program and had direct oversight for the student fee committee, student government and clubs, OSU Gear Store, sports, computer labs, and student leadership training. Prior to this position, Mr. Davis worked as the Coordinator of Student Life and International programs for OSU-Cascades. Mr. Davis earned his Bachelor’s degree in Business Administration from Oregon State University and his Master’s degree in Business Administration, with an emphasis in Higher Education, from Eastern Oregon University.

CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors

RESOLUTION

Prepared by: Ralph Phillips 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

Karl Baldessari – Aviation
Elizabeth “Liz” Coleman – Mathematics
Jessica Giglio – Mathematics
Jessica Hammerman – History
Jason Lamb – Art History
Paul Pelly – Automotive
Fleur Prade – French
Malinda “Mindy” Williams – English

Assistant II to Associate Professor

Eric Magidson – Computer Information Systems

Associate to Professor

Jane Morrow – Nursing

F. Budget Impact

Promotions are provided for in the budget.

2016-17 Promotion Recommendations

From Assistant Professor I to Assistant Professor II:

Karl Baldessari has been with COCC since 2011. For over twenty years, Karl served in the U.S. Coast Guard. He conducted search-and-rescue missions and was responsible for training and operations in Alaska. Karl teaches in and is the program director for our Aviation program. His students have remarked how glad they are to have “such a well-informed and experience professor.”

Elizabeth “Liz” Coleman has taught in COCC’s Mathematics Department in a variety of roles since 2009, serving as a part-time instructor, an adjunct instructor, and a full time temporary instructor. Liz was hired as a full-time, tenure track instructor in 2013. Liz earned her Bachelor degree in Mathematics at Humboldt State University, and earned a M.S. in Environmental Systems with an emphasis in Math Modeling, also at Humboldt State. Students remark on Liz’s enthusiasm and passion for math. Faculty colleagues describe Liz as “relentless in her pursuit to help students.”

Jessica Giglio has been serving the Mathematics Department at COCC since 2013. Prior to COCC she taught at Clatsop Community College. Jessica earned a B.A. in Mathematics from Lake Forest College and an M.S. in Mathematics from Oregon State University. According to her students, Jessica is “quite possibly one of the best math teachers...” and “the world needs more teachers like her.”

Jessica Hammerman has taught History in COCC’s World Languages and Cultures Department since 2013. Jessica has a Bachelor’s degree in History and Comparative Literature from Washington University in St. Louis, and has a M.A. and Ph.D. in Modern European History and Jewish History from City University in New York. Student evaluation comments describe Jessica as “super interesting” and a “wonderful speaker.” One student comment stated, “I actually liked the exams!”

Jason Lamb has taught Art History at COCC since 2013. His education includes a B.F.A. in Painting from the University of Illinois, a B.F.A. in Art History from the University of Illinois, and a M.A. in Art History from Northern Illinois University. Jason supports student success by employing a wide variety of teaching tools in the classroom including activities art critiques in which he participates alongside the students. Congratulations, Jason!

Paul Pelly has taught in the Automotive program at COCC since 2008, beginning as a part time instructor and moving into a full-time tenure track role in 2013. Paul earns high praise from his students and colleagues for his engaging courses and his dedication to creating a safe and

inclusive classroom. Paul is a regular participant at teaching academies and is constantly undergoing additional training in the automotive field to insure his skills are current.

Fleur Prade has been at COCC since 2013 where she has been an Assistant Professor I of French and Italian in the World Languages and Cultures department. Fleur earned her Bachelor's degree in French Studies and Italian Studies at the University of Delaware in 2001 and her Master's degree in French at Middlebury College in 2002. During her time at COCC, Fleur has worked to develop cross-disciplinary opportunities and she has been a resource within the community for translation and understanding of French culture.

Malinda "Mindy" Williams has taught Writing and Literature at COCC since 2013. She holds a B.A. in English and Biblical Studies from Hope International University, a M.A. in English from California State University, and a Ph.D. in English from the University of Denver. Mindy's students describe her as a supportive instructor who takes the time to tailor her classes in order to prepare students for whatever work environments they may enter after leaving COCC.

From Assistant Professor II to Associate Professor:

Eric Magidson has been at COCC since 2008 where he has been an Assistant II Professor of Computer Information Systems. Eric is a graduate of COCC's CIS program. He earned his Bachelor's degree in Information Technology in 2004 from the Oregon Institute of Technology, and he earned his Master's degree in Business Administration from Concordia University. During his time at COCC, Eric has worked extensively to increase student engagement and success through his custom feedback videos and his involvement with Bobcat Orientation.

From Associate Professor to Professor:

Jane Morrow has taught in the COCC Nursing Department since 2003. She has a B.A. in Nursing from Augustana College and a F.N.P from Washington State University. In her time with the Nursing Department, she has taught all levels and courses that the program offers, and in 2014, she became a Certified Nurse Educator. She has earned a reputation as an excellent clinical instructor as well as a lecturer with a much-admired sense of humor.

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

Prepared by Sally Sorenson, Director of Human Resources

Subject:	Approve employment contract for DAVID DONA as Chief Financial Officer .
Strategic Plan Themes and Objectives:	
Institutional Sustainability Objectives	<p>IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region.</p> <p>IS.4 – Explore and strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability.</p> <p>IS.5 - Further develop and enhance employees and operational systems to ensure institutional quality and viability.</p> <p>IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.</p>

A. Background

This is a replacement position. The **Chief Financial Officer** position is a 12-month, professional position which serves as an officer of the College at Central Oregon Community College. The position's primary purpose is to be responsible for all financial aspects of College operations, which include the budgeting, financial analysis, treasury, accounting and reporting functions that assure stewardship of public funds. The secondary primary purpose of the Chief Financial Officer position includes the legal and contractual functions that facilitate the accomplishment of the mission and goals of the College. This position manages Fiscal Services, Contract Administration and Leases, Purchasing, and the Bookstore. The CFO will serve as a member of the President's Advisory Team.

B. Options/Analysis

- Approve the employment contract for DAVID DONA as Chief Financial Officer.
- Decline approval of the employment contract for DAVID DONA as Chief Financial Officer.

C. Timing

The Chief Financial Officer position is appointed for a 12-month employment contract each fiscal year. For the 2015-16 fiscal year, the initial employment contract period will be from March 1, 2016 to June 30, 2016. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salary conforms to the current approved Administrative salary schedule.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approves the employment contracts for DAVID DONA as Chief Financial Officer.

F. Miscellaneous

Mr. Dona received his MBA and Bachelors of Science in Business, from Southern Oregon University, and is a Certified Public Accountant. Mr. Dona has been employed as the Associate CFO at COCC since 2007. Prior to his employment at COCC, Mr. Dona was the Vice President/CFO for the High Desert Museum from 1997 into 2006. For over five years prior to his employment at the High Desert Museum, he was the Director of Business Development at CTWS, Warm Springs, and as the Associate Controller/Trust Administrator at Reed College for the four years prior to that position. Mr. Dona completed his accounting practice with PricewaterhouseCoopers and has taught business classes at COCC since 1982 in both a full-time and part-time capacity.

Date: March 9, 2016
Exhibit: 6.e
Approve: ____ Yes ____ No
Motion: _____

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

RESOLUTION

Prepared by: Lisa Bloyer – Director of Accounting

Subject: Designate David Dona as Custodian of Funds	
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.

A. Background

Oregon law stipulates that each year the Board of Directors designate custodian of funds. The appointment of David Dona as Chief Financial Officer effective March 1, 2016 requires a change in the designation of custodian of funds. It is recommended that David Dona be added as a designated custodian of funds through June 30, 2016. Shirley Metcalf and Matt McCoy remain as custodians of funds.

B. Options/Analysis

1. Approve David Dona as an additional custodian of funds.
2. Disapprove David Dona as an additional custodian of funds.

C. Timing

Approval is required at this time to allow for efficient college operations

D. Budget Impact

NA

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors do hereby approve David Dona as a custodian of funds.

Date: March 9, 2016
Exhibit: 6.f
Approve: ___ Yes ___ No
Motion: _____

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

RESOLUTION

Prepared by: Lisa Bloyer – Director of Accounting

Subject: Approve David Dona as Deputy Clerk for the period March 10, 2016 – June 30, 2016	
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.

A. Background

Each year it is necessary for the Board of Directors to designate the Deputy Clerks of the District. It is their responsibility to carry out Board policy and oversee the day-to-day fiscal affairs of the District. The appointment of David Dona as Chief Financial Officer recommends the addition of David as a Deputy clerk. This will allow him to have signing authority on official college documents. Matt McCoy remains as a Deputy Clerk and Shirley Metcalf remains as Clerk of the District.

- ✓ It is recommended that David Dona be designated Deputy Clerk for the period March 10, 2016 through June 30, 2016 .

B. Options/Analysis

- 1) Approve David Dona as Deputy Clerk.
- 2) Do not approve David Dona as Deputy Clerk.

C. Timing

The Deputy Clerks must be designated in order to conduct College Business in an efficient manner.

D. Budget Impact

NA

E. Proposed Resolution

Be it hereby resolved that the Central Oregon Community College Board of Directors do hereby designate David Dona as a designated Deputy Clerk for the period March 10, 2016 – June 30, 2016.

Exhibit: 6.g
Date: March 9, 2016
Approved: ___ Yes ___ No
Motion: _____

Central Oregon Community College
Board of Directors

RESOLUTION

Prepared by: Jenni Newby, Interim Executive Dean for Instruction / Chief Academic Officer

A. Action Under Consideration

Approve emeritus status for retiring faculty:
Beverlee Jackson and Julie Hood Gonsalves

B. Discussion/History

The Promotions Committee received nominations for faculty emeritus and has made recommendations for the above named faculty for their deep commitment to the College, the students, and the community over their multiple years of service.

C. Options/Analysis

Approve emeritus status for retiring faculty: Beverlee Jackson and Julie Hood Gonsalves

Decline approval of emeritus status for retiring faculty: Beverlee Jackson and Julie Hood Gonsalves

D. Timing

Effective with their retirement as of June 11, 2016.

E. Recommendation

Be it resolved that the Board of Directors of Central Oregon Community College district approves emeritus status for retiring faculty: Beverlee Jackson and Julie Hood Gonsalves.

F. Budget Impact

None.

Exhibit: 6.h
Revised: March 9, 2016
January 14, 2016
Approved: ___ Yes ___ No
Motion: ___

Central Oregon Community College
Board of Directors

INFORMATION ITEM

*Prepared by: Bruce Emerson and James Ellis, Chairs-PIRT Committee
Jenni Newby – Interim Executive Dean for Instruction / Chief Academic Officer*

A. **Issue**

Sabbatical for Amy Harper and Jon Bouknight

B. **Discussion / History**

Amy Harper – Winter/Spring Terms 2017

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

Jon Bouknight – Winter Term 2017

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

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

Cash and Investments

The Colleges' operating cash balances currently total \$39 million. The Local Government Investment Pool increased the earnings rate to .67% on January 11th resulting in an average yield of .65% for the month.

The bond proceeds held in cash totals \$535 thousand as of the end of January.

General Fund Revenues

The College received the third state aid payment of \$2.3 million in January. Tuition and fee revenues remain flat from the prior month. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through January 2016 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of January 31, 2016

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 37,646,832		
3624 - Robert Clark Trust			\$ 371,243
3707 - Residence Hall bond funds		\$ 397,839	
3948 - Residence Hall retention		\$ 137,481	
January Average Yield .65%			
Cash in USNB	\$ 1,441,526		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 39,092,958</u>	<u>\$ 535,320</u>	<u>\$ 371,243</u>

Central Oregon Community College
Monthly Budget Status
January 2016

Exhibit 7a
09-Mar-16

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 14,180,000	\$ 13,044,303	\$ (1,135,697)	92.0%	93.9%
Prior Taxes	623,000	379,700	(243,300)	61.0%	45.9%
Tuition and fees	16,679,000	11,612,747	(5,066,253)	69.6%	70.6%
State Aid	9,110,000	7,010,089	(2,099,911)	77.0%	73.5%
Interest & Misc. Income	70,000	1,302	(68,698)	1.9%	0.9%
Transfer-In	1,874,500	1,874,500	-	100.0%	98.8%
Total Revenues	\$ 42,536,500	\$ 33,922,641	\$ (8,613,859)		
Expenses by Function					
Instruction	\$ 19,343,813	\$ 9,555,084	\$ 9,788,729	49.4%	51.1%
Academic Support	3,136,473	1,669,701	1,466,772	53.2%	52.3%
Student Services	4,835,160	2,293,318	2,541,842	47.4%	52.6%
College Support	5,264,718	2,941,545	2,323,173	55.9%	56.1%
Plant Operations and Maintenance	4,599,224	2,262,083	2,337,141	49.2%	50.4%
Information Technology	4,090,108	2,342,274	1,747,834	57.3%	55.0%
Financial Aid	52,897	44,218	8,679	83.6%	75.3%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,602,618	2,585,303	17,315	99.3%	99.7%
Total Expenses	\$ 44,725,011	\$ 23,693,526	\$ 21,031,485		
Revenues Over/(Under) Expenses	\$ (2,188,511)	\$ 10,229,115	\$ 12,417,626		

Central Oregon Community College
Monthly Budget Status
January 2016

Exhibit 7a
9-Mar-16

	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
<u>Non General Funds</u>					
Debt Service Fund					
Revenues	\$ 5,332,461	\$ 4,447,182	\$ (885,279)	83.4%	42.4%
Expenses	5,279,505	2,361,121	2,918,384	44.7%	27.2%
Revenues Over/(Under) Expenses	\$ 52,956	\$ 2,086,061	\$ 2,033,105		
Grants and Contracts Fund					
Revenues	\$ 1,850,369	\$ 370,210	\$ (1,480,159)	20.0%	23.4%
Expenses	1,904,487	666,419	1,238,068	35.0%	39.2%
Revenues Over/(Under) Expenses	\$ (54,118)	\$ (296,209)	\$ (242,091)		
Capital Projects Fund					
Revenues	\$ 2,037,398	\$ 2,294,059	\$ 256,661	112.6%	28.5%
Expenses	7,215,300	2,805,185	4,410,115	38.9%	29.0%
Revenues Over/(Under) Expenses	\$ (5,177,902)	\$ (511,126)	\$ 4,666,776		
Enterprise Fund					
Revenues	\$ 8,612,326	\$ 3,775,228	\$ (4,837,098)	43.8%	44.7%
Expenses	9,627,759	4,713,047	4,914,712	49.0%	42.0%
Revenues Over/(Under) Expenses	\$ (1,015,433)	\$ (937,819)	\$ 77,614		
Auxiliary Fund					
Revenues	\$ 9,502,382	\$ 6,358,250	\$ (3,144,132)	66.9%	59.9%
Expenses	10,553,349	6,042,860	4,510,489	57.3%	60.1%
Revenues Over/(Under) Expenses	\$ (1,050,967)	\$ 315,390	\$ 1,366,357		
Reserve Fund					
Revenues	\$ 9,336	\$ -	\$ (9,336)	0.0%	0.0%
Expenses	510,000	443,635	66,365	87.0%	72.3%
Revenues Over/(Under) Expenses	\$ (500,664)	\$ (443,635)	\$ 57,029		
Financial Aid Fund					
Revenues	\$ 18,445,575	\$ 8,728,411	\$ (9,717,164)	47.3%	48.4%
Expenses	18,472,306	9,177,048	9,295,258	49.7%	49.9%
Revenues Over/(Under) Expenses	\$ (26,731)	\$ (448,637)	\$ (421,906)		
Internal Service Fund					
Revenues	\$ 390,767	\$ 130,516	\$ (260,251)	33.4%	36.7%
Expenses	516,989	277,100	239,889	53.6%	38.3%
Revenues Over/(Under) Expenses	\$ (126,222)	\$ (146,584)	\$ (20,362)		
Trust and Agency Fund					
Revenues	\$ 1,809	\$ 1,160	\$ (649)	64.1%	57.5%
Expenses	3,000	750	2,250	25.0%	57.1%
Revenues Over/(Under) Expenses	\$ (1,191)	\$ 410	\$ 1,601		

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

Prepared by: David Dona, Chief Financial Officer

Subject:	2016-17 Tuition and fee rates
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.

A. Background

For 2015-16, COCC has the third lowest combined in-district tuition and fee rate of the seventeen Oregon community colleges. Preliminary information indicates that with the proposed \$2 per credit increase, COCC’s combined 2016-17 annual in-district tuition and fees would remain the third lowest. There are no proposed increases in fee rates.

During the past year, we were forecasting an increase of \$4 - \$5 per credit for in-district tuition in 2016-17. The State of Oregon increased the amount of the appropriation for the Community College Support Fund from \$465 million for the 2013-15 biennium to \$550 million in the 2015-17 biennium. This increase is expected to provide an increase to COCC of approximately \$300 thousand over the current year’s budget. The \$300 thousand increase in State funding represents about a \$2.50 per credit rate increase in tuition for in-districts students. This additional funding reduced the forecasted \$4 - \$5 per credit in-district tuition rate to \$2.

As the College strives to develop and maintain sustainable systems, comprehensive quality programs, and support services to students, it is recommending that the 2016-17 tuition rate for in-district students be increased \$2 per credit, the out-of-district/border state rates be increased \$5 per credit, and out-of-state rate increased by \$10 per credit. House Bill 2571 established the non-resident veteran rates in 2009. The non-resident veteran rate is not to exceed 50% of the difference between resident and non-resident rates. The 2015-16 tuition rates and recommended 2016-17 tuition rates by resident category are provided below.

Tuition Resident Category	2015-16	2016-17	\$ Increase	% Increase
In-District	\$ 91.00	\$ 93.00	\$ 2.00	2%
Non-Resident Veteran	\$ 105.50	\$ 109.00	\$ 3.50	3%
Out-of-District	\$ 120.00	\$ 125.00	\$ 5.00	4%
Border state	\$ 120.00	\$ 125.00	\$ 5.00	4%
Out-of-State	\$ 246.00	\$ 256.00	\$ 10.00	4%
Fees	\$ 116.25	\$ 116.25	\$ -	\$ -

B. Timing

In April, the Board will be asked to approve the recommendation to increase tuition rates as the 2016-17 summer term registration starts at the end of April. In addition, the 2016-17 College catalog identifies the tuition and fee rates with a publishing deadline in April.

C. Budget Impact

The proposed 2016-17 budget was assembled using the recommended rates outline in section A. The increase in tuition revenue using the recommended 2016-17 rates is approximately \$375,000.



Campus Public Safety

2015 Annual Report of Service

MISSION STATEMENT

In 2015, through the collaborative efforts of the entire department staff, our first department mission statement was established. The statement of our mission represents the commitment of each and every member of the department to supporting our students, staff and faculty by creating a safe educational environment.

**WE ARE COMMITTED TO OUR
PARTNERSHIPS WITH THE CAMPUS
COMMUNITY THROUGH EXCELLENCE IN
SERVICE, WHERE SAFETY AND ACADEMIC
SUCCESS COME FIRST.**

DEPARTMENT OF THE YEAR

After five years of structural and operational changes. The department was awarded the prestigious “Department of the Year” award by the Western Association of Campus Law Enforcement Administrators. Representing Oregon, Washington, Idaho, Montana, Alaska and British Columbia, the association recognizes one department each year for demonstrating exceptional, modern, standard-setting practices during the year.



PATROL OPERATIONS OVERVIEW

2015 marked another year of significant activity within the Campus Public Safety Department, both in terms of calls for service volume and in operational enhancements.

Calls for services (CFS) is the measure of activity, both reported incidents and officer initiated activity. In 2015 there was nearly a 235% increase in CFS, with officers involved in more than 13,000 calls during the year.

The significant increase in CFS can be attributed to many factors, however the most significant were increased officer proactivity (getting out into the campus community) and a campus community proactively reporting concerns on campus. Both factors demonstrate a positive and healthy proactive approach to keeping our campus safe.

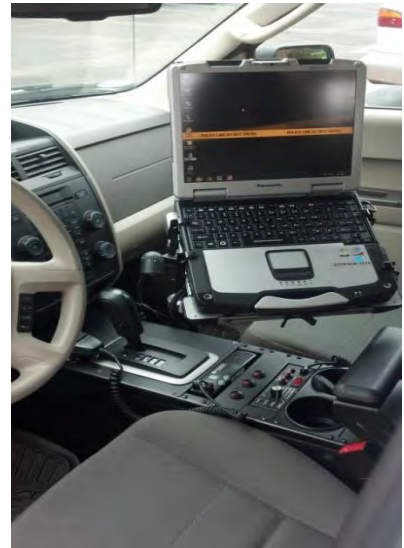
Campus Public Safety Officers responded to more than 204 calls for service that involved a component of mental health concerns for the involved persons. The majority of CPS Officers are now trained as CIT (Crisis Intervention Trained) officers and can better assess and assist those in crisis. The officer's CIT designation also creates a more robust pathway for additional resources to assist those in need.

The department is focused on gaining the trust of our community...

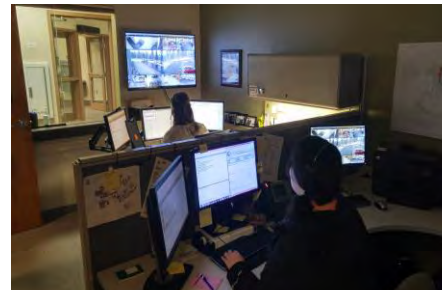
- The College community expects competent, honest and professional responders to their needs and concerns.
- Morale is high within our team and keeping it high promotes a positive working environment that translates into outstanding customer service as we enjoy providing service to the customer.
- A better-trained department lessens the potential for losses, complaints or actions that can result in unexpected and costly results.
- A well-prepared department is critical in the response to crimes and incidents that occur on campus and can result in the saving of life, property or prevention of injuries.
- Resources from outside agencies are limited by staffing, time, tools and authority. Campus Public Safety must fill the gap whether it is for the duration of the incident or before emergency services arrives.
- Developing a proactive department that focuses on prevention activities creates a safer educational environment and meets (or exceeds) federal mandates for outreach efforts.

TECHNOLOGY

The department is one of the few Campus Public Safety Departments in the state to deploy “toughbook” computers in all of the primary patrol vehicles. This technology is critical in allowing officers to remain in the field and visible (as opposed to spending time sitting in CPS offices) to prepare reports and enter information in our CAD (Computer Aided Dispatch) system. Likewise, officers can retrieve information instantly from the field, such as CPS student contact, crime information, criminal history and information from other data sources. Officers can now instantly lock buildings down on campus during a critical incident, from the front seat of their vehicle. The department’s dispatcher conducted a significant upgrade to the Lenel (access control) system, providing for more clear data flow and increased capabilities in times of crisis or major incident.



In 2015, the department’s closed circuit Television (CCTV) capabilities increased with the completion of the new Residence Hall. The cameras assist officers and dispatch staff in responding to calls for service and keeping our residential community safe.



VEHICLES (Officers Kevin Lanier and Chris Goodman)

The department maintains a fleet of three primary patrol vehicles and a leased supervisor vehicle. The primary patrol vehicles are fully equipped with emergency lights, sirens, radios and public address systems as well as “toughbook” computers, AED’s, officer safety cage, medical kits and fire response equipment. The patrol vehicles transport officers and the equipment needed when responding to incidents within the College District. Vehicles are also an important visible prevention and deterrence tool. The department is also supplemented with four patrol bicycles.



OUTREACH – Connecting with our community (Officer Doughty & Team)

2015 was a banner year for the Campus Public Safety Department in its outreach efforts. Lead by Officer Don Doughty, the department’s Crime Prevention Officer.

A primary responsibility of the department is to provide services that directly prevent or discourage crimes and violations. During 2015 the department significantly increased its efforts in outreach, connections with our community and interaction with other resources that aid in creating a safe educational environment.

“Popcorn with Public Safety”, “Pepsi with Public Safety”, “Pizza with Public Safety”, “Peppermints with Public Safety” and more, were community connection opportunities. Through these events, officers had the opportunity to meet and connect with members of our campus community on all four campuses. A simple bag of popcorn can go a long way to open doors of conversation.

In late 2015, the Department’s Interim Director began a series of “Campus Dialogue” meetings with work groups throughout the district to share the mission of the department, gather feedback on department activities, and encourage confidence in the department.



OTHER AGENCY / DEPARTMENT RELATIONSHIPS

The department worked aggressively with our law enforcement partners to develop a strong, mutually beneficial relationship to further our ability to prevent and respond to crimes. The department maintains a good working relationship with the Bend, Redmond, Madras and Prineville Police Departments as well as other college/university Public Safety Departments and the Federal Bureau of Investigation.

Members of the department have been called upon to provide technical advice and assistance to other departments and share our standard-setting approach to safety on college campuses. As an example, Officer March and Dispatcher Koon were invited to Idaho to serve as guest instructors in the Basic Campus Law Enforcement Officer Academy.

Emergency Preparedness

The Department is responsible for managing the College district's emergency preparedness efforts. Following the tragic incident that occurred at Umpqua Community College, the department launched an aggressive review of its emergency preparedness and response.

In late 2015 the department brought back an enhanced version of the popular "RUN-HIDE-FIGHT", active violence response program. Offered multiple times and in various venues to faculty, staff and students throughout the district, the program has taught the skills of response to violence. In 2016, the department is planning for an enhanced "RUN-HIDE-FIGHT II" which will provide participants with additional emergency response skills.

As part of our review process of emergency preparedness, the department, with the participation of the College's Safety Committee, is assessing our duress alarm systems, door locking systems, identification procedures and major incident call volume management. Department staff participated in several emergency preparedness/active violence classes and presentations offered by various state, local and federal law enforcement agencies. In early 2016 the department plans a district-wide meeting with the emergency responders (police and fire) to further develop our bond and interoperability.

The department provided onsite tours and information of our campus to members of our local emergency service providers (Bend Police and Fire, Redmond Police and Fire) to provide them with an inside view of our campuses and residence hall for better response to emergency incidents.

CADET PROGRAM (Officer Christopher March)

The department's Cadet program continues to develop and become a critical component of our operations. Cadets receive college credit and extensive (80 hours) of training to prepare them for the law enforcement field. Their experience is put to good use in the department by serving as differential public safety response (handling less serious calls for service so that officers can concentrate on higher-level calls and proactive community safety).

In 2015, four cadets were involved in the program and provided over 1,600 hours of service to the department and the College community. Cadet responsibilities included parking enforcement, unlocks, role-playing, crime

prevention, minor crime reports, dispatch assistance, shoplift prevention, special projects and North Campuses assistance.

DISPATCH/ADMIN SERVICES (Dispatcher/Admin Asst. Cady-Mae Koon)

The dispatch operations had a very busy year, taking in excess of 11,000 phone calls from minor service requests to emergency services. Work-study assistants helped the dispatcher with managing all of the department's data systems, managing radio traffic on three channels and processing over 600 reports and 13,000 calls for service. The team was also responsible for front-counter service and administrative duties to support the Director and Assistant Director.

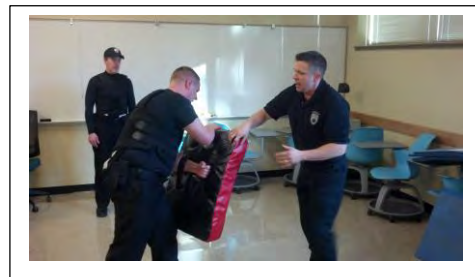
TRAINING (Officer Adam Neider)

The department provides in-house training as well as sending officers and staff to outside professional training. A highly trained officer provides the department the ability to respond to a variety of calls for service, meet state and federal requirements, effectively manage incidents and provide service in a safe and professional manner. The department's new officer academy and field training program provides approximately 400 hours of training per new trainee. The department provides on-going and enhanced training throughout the year with the quarterly "Advanced Officer Training" program (AOT). Officers also attend other training programs and activities outside of the department.

Department members participated in and received 1,840 hours of training in 2015. Training included Advanced Officer Training (AOT), monthly training materials and specialized schools and programs.

Certificated training was presented to one or more department members in the following disciplines:

- Emotional Survival
- First Aid/CPR/AED
- Interview and Interrogation
- Threat Assessment
- Online Techniques for Investigative Process
- Background Investigator
- Mountain Bike Officer
- Crisis Intervention Team
- Title IX and Sexual Assault Investigation
- Death notifications
- DPSST Unarmed Private Security Professional
- Safe Zone



Instructor level certifications were awarded for the following:

- RAD (Rape Aggressive Defense) System
- Private Security Investigator

The department trained two new hires during the 2015 year to include: 437.5 hours of classroom instruction and 402 hours of field training.

The Department hosted the law enforcement RAD (Rape Aggression Defense) instructor course in 2015. This course, instructed by a member of the Central Washington University Police Department, provided CPS Officers, local law enforcement officers and members of the University of Oregon with an important prevention program basics, to share with their communities.

CIT – Crisis Intervention Team

Three members of the department attended and completed the Crisis Intervention Team school, presented by the Bend Police Department and Deschutes County Mental Health. This critical training provides officers with enhanced skills in working with persons in mental health crisis.



CALLS FOR SERVICE

Calls for service (CFS) is a measurement of all calls received by the department where action must be taken, from routine services (unlocks) to major crimes. CFS also includes officer initiated calls for service (traffic enforcement, proactive crime prevention, policy violations, etc.).

Generally, industry standards dictate that an increase in calls for service with no discernable increase (or a decrease) in significant crime is desirable. This increase in CFS indicates more proactive work on the part of Public Safety and more calls from community members before crimes occur or worsen.

TOTAL CFS: 13,245

CALLS FOR SERVICE BY CAMPUS

Bend	10,915	82%
Redmond	2,179	16%
Madras	142	1%
Prineville	11	-1%

MOST COMMON

➤ Building Patrols	3,670
➤ Unlocks/Locks/Secure	2,976
➤ Comm. Policing/Assist	1,061
➤ Parking Enforcement	1,014
➤ Alarms	737
➤ Suspicious Activity	446

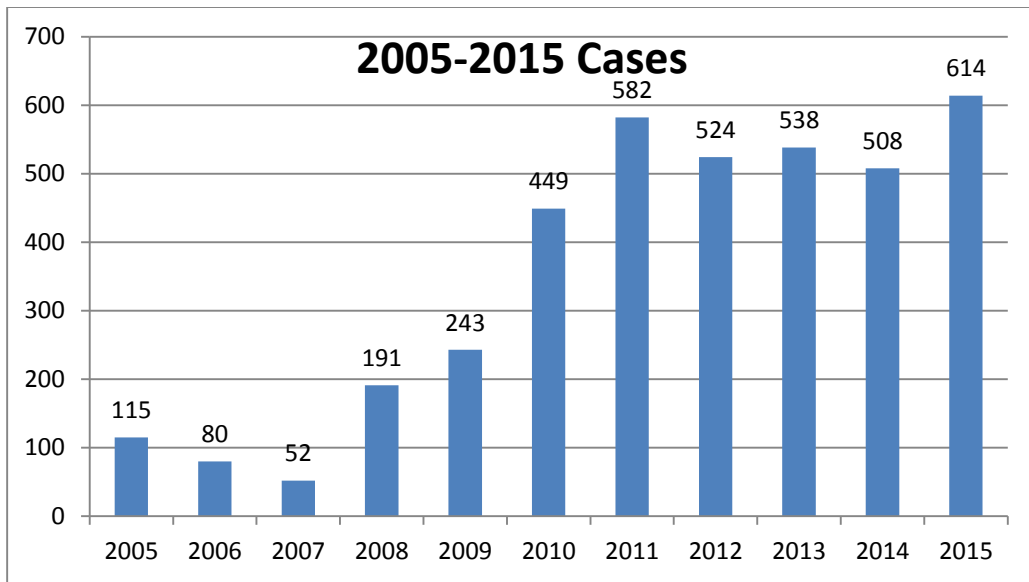
2011-2015 CALLS FOR SERVICE BY MONTH/CAMPUS

	Januar	Februa	March	April	May	June	July	Augu	Septemb	Octob	Novemb	Decemb	TOTAL
2011 Bend	50	78	238	314	233	196	198	191	237	260	219	143	2357
Redmond	0	3	1	6	7	8	7	5	7	7	13	12	76
Madras	0	0	0	0	0	0	0	1	1	0	2	0	4
Prineville	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	50	81	239	320	240	204	205	197	245	267	234	165	2447
2012 Bend	265	217	218	238	244	262	157	207	202	262	182	252	2706
Redmond	23	9	11	10	2	6	3	4	3	9	7	6	93
Madras	1	0	0	1	2	1	2	0	2	0	3	1	13
Prineville	0	0	0	6	13	1	0	0	0	1	0	0	21
TOTAL	289	226	229	255	261	270	162	211	207	272	192	259	2833
11-12													
% Chg	478.00%	179.01%	-4.18%	-20.31%	8.75%	32.35%	-20.98%	7.11%	-15.51%	1.87%	-17.95%	56.97%	15.77%
2013 Bend	313	312	231	362	330	342	222	221	319	361	227	204	3444
Redmond	15	16	28	39	44	64	43	49	26	28	30	22	404
Madras	1	9	1	3	2	3	0	0	0	8	1	0	28
Prineville	0	5	0	1	1	1	0	0	0	0	0	0	8
TOTAL	329	342	259	405	380	410	265	270	345	397	259	226	3887
12-13													
% Chg	13.84%	51.33%	13.10%	58.82%	45.59%	51.85%	63.58%	27.96%	66.67%	45.96%	34.90%	-12.74%	37.20%
2014 Bend	435	450	318	521	523	405	308	342	479	596	507	358	5242
Redmond	21	24	25	21	24	48	31	30	30	57	38	30	379
Madras	0	3	1	3	3	1	3	2	0	2	4	8	30
Prineville	0	2	1	0	1	0	0	0	0	0	0	0	4
TOTAL	456	479	345	545	551	454	342	374	509	655	549	396	5655
13-14													
% Chg	38.60%	40.06%	33.20%	34.57%	45.00%	10.73%	29.06%	38.52%	47.54%	64.99%	111.97%	75.22%	45.48%
2015 Bend	540	598	804	984	1036	998	1114	1165	1121	1058	857	640	10915.00
Redmond	177	212	242	365	269	204	168	234	62	129	67	50	2179
Madras	7	3	4	28	28	23	12	2	4	8	11	12	142
Prineville	0	0	2	0	0	2	4	0	0	0	1	2	11
TOTAL	724	813	1050	1377	1333	1227	1298	1401	1187	1195	936	704	13245
14-15													
% Chg	58.77%	69.73%	67.14%	60.42%	58.66%	63.00%	73.65%	73.30%	57.12%	45.19%	41.35%	43.75%	134.22%

CRIMES, INCIDENTS and REPORTS

In 2015, the department's officers took **614** reports. These represent significant incidents or other activities that require documentation (i.e. found property).

STATISTICS OF NOTE	2015	2014	%	HIGH/YEAR	What causes increases and decreases in report volume? There are many factors that can impact report numbers. In 2015, the most note-worthy impacts came from the increase in on campus residential population and increased sensitivity in reporting following the tragic mass-shooting at Umpqua Community College. Violent and serious crimes remain very low.
Vandalism	30	18	+67%	33/2010	
Trespassing	13	5	+160%	19/2013	
Traffic Acc.-Non Inj	17	24	-29%	30/2005	
Theft	23	14	+64%	54/2011	
Alcohol-Policy	33	16	+106%	35/2015	
Narcotics	36	30	+20%	36/2015	
Medicals	38	27	+41%	38/2015	
Informational	57	27	+111%	58/2010	
Found Property	170	138	+23%	170/2015	



CASE CLASSIFICATIONS BY YEAR – Table demonstrates the reports taken each year by classification for comparison 2006 - 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
911 Hang up Call										
Abandon Vehicle						1		4		
Alcohol-Providing to a Minor						1			1	1
Alarm			1	3			1		2	
Arson							1			
Assault					5	4	3	4	1	2
Assault- Attempted										1
Assist							1	2		2
Attempted Murder									1	
Aggravated Assault										1
Authorized Accommodation								4		
Auto Theft		1					1	1	1	
Burglary			1		3	2	2	1	3	
Burglary Attempt									1	3
Burglary-Auto	1	1			7	4		1	4	
BOL										
Campus Services Assist			1	4		1	2	1		4
Child Abuse								1		
Civil Standby			1			1	5	3	6	4
Compliance Order									3	
Compliance Order Violation						3		1	2	1
Computer Crimes						1				
Criminal Mischief								1		
Despondent Person						1	3		6	9
Disturbance	3	4	12	40	47	32	27	24	13	14
Domestic Disturbance								1	1	

Driving Under Influence- Non-Injury								1		
Driving Under Influence-Injury									1	1
Fatal Traffic Accident									1	
Fire				4	3	2	8	10	6	7
Fire Alarm								4	1	
Found Property				2	12	100	102	119	138	170
Harassment	1		2	4	2	13	15	14	16	7
HazMat							2	8	2	4
Hit and Run	2	1	3		4	16	10	13	15	7
Illegal Dumping							3		2	3
Indecent Exposure	1		1							1
Informational	1		3	24	58	45	26	28	27	57
Injury	23	5	31	36	43	35	31	21	23	24
Invasion of Privacy					1					
Lost Property			2	1					6	10
Malicious Mischief							1			
Medical	8	12	18	14	6	17	24	24	27	38
Minor In Possession				1	2	13	31	5	5	7
Missing Person		1				1	1		4	3
Narcotics			9	10	15	15	33	21	30	36
Narcotics Release										1
Non Crime					3					
Other	1	1	1	3	2	3	3	1		3
Police Assist								2		3
Policy Violation-Alcohol	1		16	16	6	8	11	9	16	33
Policy Violation-Other			9	10	23	6	2	7	1	4
Policy Violation-Pets (citations & reports)			6	1	35	64	12	50		
Policy Violation-Smoking							2	3	1	1
Policy Violation-Weapons					2	7	4		1	4
Probation Violation							1	6		
Protective Order				2	3	8	7	4		
Public Intoxication						2	1	3		
Reckless Driving						1	1	2		1
Repeat Parking Offender					7	23	18	22	4	
Robbery								1		
Safety Report	2			4	3	4			4	
sex Registrant								9	25	12
Sexual Assault					1	1	1		1	5
Sexual Harassment										2
Shots Fired								1		
Special Services							1			
Stalking							1			5
Suicide – Attempt						1			2	1
Suicide- Threat									1	2
Suspicious Circumstances	1	2	29	13	26	30	23	26	15	18
Suspicious Person								8	12	5

Suspicious Vehicle							1	2	1	2
Theft	11	6	12	14	38	54	41	32	14	23
Theft-Attempt	1	1		3	4	2	1	1		
Theft-By Fraud							2	2		
Threat	2		4	3	36	8	3	11	4	2
Tow/Impound							2		1	
Traffic Accident-DUI			2					3		
Traffic Accident-Injury				2				1		1
Traffic Accident-Non Injury	12	5	12	15	15	17	29	16	24	17
Traffic Violation (significant)	2	5	7	5		1	1	1	3	4
Transport							1			1
Trespass			1		4	18	5	19	5	13
Unauthorized Use Motor Vehicle							1			
Vandalism	7	7	7	9	33	16	11	26	18	30
Welfare Check							1	2	1	4
TOTAL CASES	80	52	191	243	449	582	524	538	503	614

PROPERTY AND EVIDENCE

The Property and Evidence operation of the department processed **610** items of evidence and property (found, safekeeping, etc.) during the year. The value of all stolen property reported through Campus Public Safety during the year was **\$13,268**. The department recovered **\$1,138** worth of stolen/missing property.



\$700 worth of recovered stolen property from an off-campus theft.

CITATIONS

In 2015 the department issued 2,884 citations for parking, traffic and policy violations. The College maintains a non-partisan Citation Appeals Board for appeals of citations. The board represents staff and students and is independent of the Campus Public Safety Department. Approximately .5% of all citations are appealed through this process.

During the calendar year, the department employed 2 parking enforcement officers, who focused specifically on parking violations on the Bend campus. Campus Public Safety Officers are designated as limited power Peace Officers for the enforcement of traffic and parking offenses with the College jurisdiction. The vast majority of enforcement traffic stops result in educational warnings.

STAFFING

We are very proud of having a team that has incredible depth of experience and diversity of skills. The team brings extensive experience in municipal law enforcement, emergency planning, county law enforcement, fire service, medical, military and security services. Their extensive law enforcement certifications and training include:

- School Resource Officer
- Police Officer Academy Graduates
- Reserve Police Officer Academy Graduates
- Hazardous Materials (Hazwopper 40)
- Background Investigator
- Interview and Interrogation
- OC Spray Instructor
- Police Training Officer
- DPSST Private Security Instructor
- Rape Aggression Defense (RAD) Instructor
- Defensive Tactics Instructor
- Basic and Advanced Crime Prevention Officer
- Public Information Officer/Crisis Communication Level 3
- Threat Assessment
- Sexual Assault Investigator
- Crisis Intervention Team
- EMT (Emergency Medical Technician)
- Law Enforcement Bicycle Officer

The department, with the assistance and approval of the Human Resources Department, updated the hiring process to aid in recruitment and ensure the development of a professional team. The hiring process now includes an updated job description that includes minimum physical fitness requirements. The process includes a required POST test (Police Officer Standardized Test) with a passing grade, enhanced interview questions and a final “Chiefs” interview to ensure the best selection is made.

In 2015, the following staff positions were funded:

- (1) Campus Public Safety Director (Administrator)
- (1) Campus Public Safety Assistant Director/Chief of Patrol (Administrator)
- (5) Full-time Patrol Officer (12 months)
- (1) .75 Patrol Officer (12 months)
- (1) Full-time Dispatcher/ Administrative Assistant (12 months)
- (5) Irregular Wage Patrol Officers
- (4) Work study students (Parking Enforcement Officer and Dispatch Assistants) – *Federal Funding*
- (4) Cadets – School Credit

22 Staff Members

The department collectively has over (115) years of experience in municipal and county law enforcement, professional fire service/EMS, military police and higher education law enforcement

BUDGET

The department had a total operating budget (including patrol operations and environmental health and safety) of \$696,912 in the 2014/2015 fiscal year budget. Personnel related costs were \$602,558 and materials and contracts were \$94,324

RESPONSE TIME and PENDING CALLS

The department's average response time for all calls for service was **38 seconds** from the time the call was dispatched until an officer was on scene. Approximately **225** calls for service were delayed in dispatching an officer, because no officer was available or other delays due to activity. Those calls that were delayed (pending) averaged a delay of approximately **5 minutes and 30 seconds**.

EHS (ENVIRONMENTAL HEALTH AND SAFETY)

Maintaining a safe campus includes environmental health and safety. The department is responsible for coordinating safety reviews, audits and training for the campus Safety Committee. The department is also responsible for coordinating hazardous materials removal, managing biological waste and maintaining OSHA compliance with mandates for employee safety. In addition, the department coordinates inspections of our fire alarm systems, sprinkler systems and building fire code compliance.



The Campus Public Safety Department is your department! Please let us know how we can best provide services to you and our community. Thank you for your support in making COCC a great, safe, place of education.

Central Oregon Community College
Campus Public Safety Department
2600 NW College Way (Boyle 161)
Bend, OR 97703

(541) 383-7272 -- publicsafety@cocc.edu -- cocc.edu/publicsafety -- Facebook: "COCC Campus Public Safety"



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

Subject	Student Success: Placement, Report to the COCC Board of Directors
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	<p>IS.8 – Expand access through the district with long-term strategies for education services in underserved geographic areas.</p> <p>IS.9 – Maintain student affordability while ensuring efficient and cost effective operations.</p>
Transfer and Articulation	<p>TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.</p> <p>TA.3 - Provide students a high-quality general education.</p>
Workforce Development	<p>WD.3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.</p>
Prepared By	Dr. Jenni Newby, Interim Chief Academic Officer

ENSURING STUDENT SUCCESS THROUGH CASCADES COMMITMENT:

Update to the COCC Board of Directors

History of Cascades Commitment (Spring 2013 – Fall 2015):

- April 2013: The Regional Education Leadership Team, which consists of the Superintendents of the regional school districts, the President of COCC, and the Vice President of Oregon State University – Cascades, established the Cascades Commitment Workgroup. This workgroup, comprised of representatives from the High Desert ESD, COCC, OSU-Cascades, and the regional high schools, was tasked with developing a plan to create and expand early college experiences for high school students in Central Oregon by supporting the following goals:
 - Goal 1: Increase the opportunity and local capacity for students to participate in college-level courses and earn credits or certificates while still in high school;
 - Goal 2: Provide seamless transition for students who graduate from high school to a post-secondary educational institution;
 - Goal 3: Ensure that the high school based experience is equivalent to the college courses so that student will progress effectively in college level study;
 - Goal 4: Increase the number of students who graduate from any high school who are prepared to attend and eventually graduate from a post-secondary
- May 2013: The Cascades Commitment Workgroup met and determined that a subset of the workgroup would work over the summer to define Cascades Commitment.

- Summer 2013: The sub-workgroup met several times during the summer and created the following definition (2013):
 - Cascades Commitment is a clear path for any high school student in Central Oregon (no matter what high school they attend) to earn 18 core credits that meet foundational requirements for an Associate or Bachelor’s degree after high school. Specifically, all students will have the ability to earn credits in:
 - Writing 121
 - Writing 122
 - Math 111
 - Speech 111
 - Psychology 1XX or 2XX
- Fall 2013 – Spring 2014: The sub-workgroup presented its work to the larger workgroup in fall 2013 and the definition was endorsed. The Cascades Commitment Workgroup added faculty members from COCC in the areas of writing and math. As a group, the workgroup applied for the Eastern Promise Replication Grant and the Accelerated Learning Grant. Both grants were awarded to support the work of the Cascades Commitment.
 - Eastern Promise Replication Grant (\$445,000) and the Accelerated Learning Grant (\$16,000) – the grant funding was used to support the following activities related to the work of Cascades Commitment:
 - Professional Learning Communities for Writing 121, Writing 122, and Math 111
 - The ASPIRE program in the high schools
 - Graduate Credit for high school instructors (in Writing)
 - AP/IB training
 - COCC Middle School Latino Outreach
 - AVID training and curriculum
- Summer 2014 – Summer 2015: Using the grant funds, COCC engaged in the following activities related to the Cascades Commitment work:
 - Offered two one-week summer trainings in Writing 121 and Writing 122 (one in June 2014 and one in June 2015) for the high school dual credit instructors. Dr. Annemarie Hamlin developed and facilitated the trainings.
 - Offered monthly Professional Learning Communities in Writing 121 and 122 for the high school instructors that were facilitated by Dr. Annemarie Hamlin.
 - Offered two one-day summer trainings in Math 111 (one in June 2014 and one in June 2015) for the high school dual credit instructors. Franz Helfenstein, Jessica Giglio and Kathy Smith developed and facilitated the trainings.
 - Offered quarterly Professional Learning Committees in Math 111 for the high school instructors facilitated by Franz Helfenstein, Jessica Giglio, and Kathy Smith.

Update on the Cascades Commitment work in the region (Fall 2015 – present):

- Updated Definition (December 2015): As a result of the work during the past two years, the Cascades Commitment Workgroup updated the definition to the following:
 - Cascades Commitment is a clear path for any high school student in Central Oregon (no matter what high school they attend) to earn 20 core credits that meet foundational requirements for an Associates or Bachelor’s degrees after school. Specifically, all students will have the ability to earn credits in:
 - Writing 121
 - Writing 122
 - Math 111
 - Math 112
 - U.S. History 201

- New Grant Funding: Regional Promise Grant Funding (\$549,000): With a second round of grant funding to support the work of Cascades Commitment, COCC will use the grant funds to engage in the following activities:
 - Offer a one-week summer trainings in Writing 121 and Writing 122 (June 2016) for the high school dual credit instructors. Dr. Annemarie Hamlin will facilitate the training.
 - Offer monthly Professional Learning Communities in Writing 121 and 122 during the 2016-17 academic year for the high school instructors that Dr. Annemarie Hamlin will facilitate.
 - Offer a one-day summer training in Math 111 and Math 112 (June 2016) for the high school dual credit instructors. Jessica Giglio will facilitate the training.
 - Offer quarterly Professional Learning Committees in Math 111 and Math 112 for the high school instructors during the 2016-17 academic year that Jessica Giglio will facilitate.
 - Offer a one-week summer training in U.S. History 201 (June 2016) for the high school dual credit instructors. Murray Godfrey and Dean Harris will facilitate.
 - Offer monthly Professional Learning Communities in History 201 for the high school instructor during the 2016-17 academic year. Murray Godfrey and Dean Harris will facilitate.

Outcomes of the Cascades Commitment work:

- Increased Collaboration: This partnership has resulted in increased collaboration between the HDESD, the regional school districts, and the institutions of higher education in Central Oregon and has paved the way for additional consortia funding opportunities.
- Alternate Pathway for Instructor Approval: The summer trainings and the PLCs are an alternate approval pathway for high school instructors to teach college writing, math and history. Below is a chart that shows the number of College Now Writing and Math instructors in our regional high schools, the number of high school instructors who participated in the summer training and the professional learning communities during the academic year, the number of high school instructors qualified via the trainings who are teaching dual credit, and the number of high school instructors teaching dual credit who were qualified through the regular approval process.

	College Now HS Instructors 2012-13	College Now HS Instructors 2013-14	College Now HS Instructors 2014-15	College Now HS Instructors 2015-16	HS Instructors Who Participated in Cascades Commitment Trainings (workshop /PLCs) 2014-15 and 2015-16	HS Instructors Qualified via CC Trainings and Teaching in College Now 2015-16	HS Instructors Qualified via regular approval process and Teaching in College Now 2015-16
Writing 121 & 122	5	6	8	8	26	4	4
Math 111	5	4	8	11	23	7	4

- Increased number of students served: Below is a chart of enrollment from 2012-13 through the first half of 2015-16 for Writing 121, Writing 122, and Math 111.

	College Now Enrollment 2012-13	College Now Enrollment 2013-14	College Now Enrollment 2014-15	College Now Enrollment 2015-16 (Through First Semester)
WR 121	202	218	252	194
WR 122	130	179	159	0
MTH 111	260	153	322	350

- State Recognition: Cascades Commitment is recognized across the state as an example of excellent collaboration and partnership.
- State and National Presentations: Faculty, instructors, and staff from COCC, HDESD, and the regional high schools have presented on the work of Cascades Commitment both at the state level and nationally. Below is a list of some of the presentations:
 - Catherine Halliwell-Templin (HDESD) and Stacey Donohue (COCC) presented on Cascades Commitment at the Oregon Association of Educational Service Districts Spring conference at Eagle Crest.
 - Annemarie Hamlin (COCC) and Stacey Donohue (COCC) presented on Cascades Commitment at a Working Group on K-16 Alliance roundtable at the Modern Language Association’s national convention in Austin, Texas in January 2016.
 - In August 2016, Annemarie Hamlin (COCC) and Stacey Donohue (COCC) will be co-facilitating a session on K-16 collaborations at the Association of Departments of English Summer Seminar in Scottsdale, Arizona.
 - In November 2016, Annemarie Hamlin (COCC), Stacey Donohue (COCC), and Kyle Suenaga (Mt. View High School) have been invited to be on a panel titled, “Continuing the Conversation: What Is College Level Writing?” at the National Council of Teachers of English national convention in Atlanta, Georgia. This panel concept stems from our work with Cascades Commitment (Stacey will chair the panel: Annemarie and Kyle are co-presenters).
 - Annemarie Hamlin (COCC) and Stacey Donohue (COCC) plan a similar session at the Modern Language Association convention in Philadelphia, PA in January 2017.



DEVELOPMENTAL EDUCATION REDESIGN IN OREGON

This is the third newsletter in a series that will highlight the efforts of Oregon's 17 community colleges to redesign developmental education and increase student success. These efforts address recommendations the Developmental Education Redesign Work Group consisting of teams from the 17 campuses developed between November 2013 and June 2014. [Click here](#) to read the report.

On the Road to Salem

Faculty are the most important contributors to the success of any campus reform initiative, including efforts to redesign developmental education. Prior to May 2015, Dr. Verne Underwood, Chair of the Humanities Department at Rogue Community College (RCC), had some reservations about redesigning the college's developmental writing course sequence. He was confident in the college's placement exam's ability to appropriately assign students to developmental writing courses, and he believed that having three courses in the developmental writing sequence before the transfer-level course meant that the college was meeting students at their current writing level, giving them several steps to get to college-level work.

When the statewide Developmental Education Redesign Work Group released its recommendations in 2014, Dr. Underwood was apprehensive about the possibility of mandated changes coming from the state and limiting the college's current autonomy. "I was wary of efforts to replace the placement test and use uniform cut-off levels. Each college is unique, and I didn't want us to limit colleges' control over their curriculum," Dr. Underwood says. But he approached the effort with an open mind and a willingness to learn and participate. Last spring, he accepted an invitation to attend a statewide meeting in Salem to discuss the new placement recommendations. He credits this experience with shifting his perspective on the recommendations and inspiring him to become more deeply engaged with the work on his campus.

"I was impressed with Elizabeth's leadership [Cox Brand] and that the meeting was not top-down and that we were not told 'Here's what you are going to change.' It was more of an exploration of why these changes make sense. It made me realize it wasn't such a scary thing. John Hetts's presentation really changed my thinking. I didn't believe in using some of the potential placement measures he was advocating for, such as use of high school GPA, before. But he made a strong case that placement tests are good at showing if students are good at tests, not which class they belong in. Now I think there's a broad zone of measures we might use. We need to meet each student where they are, find out about their dedication and energy. There's a lot you can do to push them to the highest place possible."

-Verne Underwood, Rogue Community College

He's also rethought his views on the number of writing courses in the developmental sequence: "I used to think it was a good thing that we had so many developmental education writing courses. We had Writing 10, 20 and 30 before Writing 115, the transfer course, and Writing 121. The research is clear that this isn't a good thing—there are too many exit points. Students are languishing at low levels, and we give them many chances to quit." The worst thing we can do is tell students they have a year of developmental writing ahead of them; they just leave disappointed. We were leaving students heartbroken. They are making this huge, life-changing decision to go to college, and we are basically telling them, 'You don't belong here.'"

Dr. Underwood says his concerns about a top-down approach were also eased at the meeting. He describes the discussions as collaborative and collegial, and says that recommendations were presented not as mandates but as research-based opportunities for increasing student success. Campus choice and faculty input were highly respected, he noted.

Dr. Underwood is hopeful about the changes to developmental education at RCC: "There's an urgency to continue the work we have started, and we want to see it affect students positively sooner than later."

A President's Perspective on Developmental Education Redesign

Committed leadership from the top is essential to transforming the way we ensure our students' success. Redesigning the developmental education process and curricula at Central Oregon Community College (COCC) is a top concern for college president Dr. Shirley Metcalf and her staff.

Dr. Metcalf has been involved in the college's redesign efforts in several capacities during her five-year tenure at COCC. During her time as the Interim Vice President for Instruction, she co-chaired the Student Success Committee with COCC's Dean of Students. The committee identified developmental education as a priority area with potential for impacting student success and began planning implementation of the recommendations developed by the statewide Developmental Education Redesign Work Group.

As president, Dr. Metcalf says “it isn’t just the President that counts.” She credits her faculty, administrators and board for championing this work. Last fall, COCC faculty and administrators in the college’s mathematics department implemented a new developmental sequence for non-STEM students. The COCC Board of Directors regularly discusses campus activities related to student success at each board meeting, and board members attend and present at statewide and national conferences about COCC progress and success.

Dr. Metcalf is optimistic about the future of developmental education at COCC: “I do believe that with continued cooperation between COCC and our local school districts, we can reduce the number of recent high school graduates who are in need of developmental coursework. Additionally, with the work being done by our math and writing faculty, I believe we can become more confident in our placement of students, strengthen our curriculum, streamline the offerings and get students prepared for collegiate level work more quickly, allowing them to achieve their dreams of becoming college graduates.”

“It is widely recognized that the number of entering students who must take developmental writing, reading or math is too high, and placement into developmental courses and the number of courses that may be required is quite discouraging. Therefore, this is a barrier to success for many students and one that I believe we can relieve. As a community college, we know many of our students come to us underprepared. While we can work with area high schools to help them better understand collegiate expectations, we will always have a pool of students, including those returning several years after high school, who need developmental education courses. It is up to us to put focus on this area to help students get through these courses successfully – and to be prepared for the remainder of their college career.”

-Shirley Metcalf, Central Oregon Community College

“Traditional placement policies assign students to a course based on one snapshot in time, one test score. I believe that we should use all information that we have about students—their high school GPA, how much time they will have to study, non-cognitive factors—to place them in the highest course in which they can succeed,” says Jim Whittaker, Vice President of Instruction. In math, students who initially place into the two lowest courses attend a two-week boot camp at the beginning of the term. At the end of the course, students can take an online challenge exam to place into a higher course beginning in the third week of the term. About 50 percent of students place one course higher after attending the boot camp. The college is also exploring ways to streamline the writing placement process, including allowing students to submit a writing sample in lieu of taking a placement test.

Dr. Cam Preus, President of BMCC, and Mr. Whittaker hope that in the near future BMCC’s placement policies will allow advisers and faculty to use all available information about students to place them into courses. Dr. Preus says, “I’d like to have developmental education students not categorized or separated but to be part of the general college population.”

For more information please contact:

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Administrators’ Perspectives on Developmental Education Redesign

When administrators at Blue Mountain Community College (BMCC) began examining student success data, they discovered that only a small number of students were getting through the developmental education sequences and into gateway courses in math and writing. The BMCC math department worked with the statewide Developmental Education Redesign Work Group and to help shape the recommendations it released in 2014. BMCC’s math faculty have implemented the Work Group’s placement recommendations at BMCC.

**Central Oregon Community College
Board of Directors: Information Item - Housing Update**

Prepared by: Alicia Moore, Dean of Student & Enrollment Services
Jim Jones, Interim CFO

Subject	New Student Housing
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.9: Maintain student affordability while ensuring efficient and cost effective operations.
Transfer & Articulation	TA.1: Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Workforce Development	WD.1: Maximize support services, from entrance to completion, to promote successful completion of CTE programs.

Overview

During the past several months, COCC’s leadership has met on a regular basis to review key decisions regarding COCC’s new student housing. The “Housing Leadership Team” consists of Shirley Metcalf, President; Matt McCoy, Vice President for Administration; Jim Jones, Interim Chief Financial Officer; and Alicia Moore, Dean of Student and Enrollment Services. Ron Paradis, Director of College Relations, recently joined these meetings. As part of this work, the group agreed it would be worthwhile to meet with various student housing providers as a means of providing insights on COCC’s situation, informing strategies and practices moving forward, and exploring alternative management options. A summary of these discussions follows.

Brailsford & Dunlavey

In 2006 and 2011, COCC contracted with Brailsford & Dunlavey, a firm specializing in the planning and implementation of educational facilities, including new student housing, for a campus housing feasibility study. Their work included student focus groups, market analysis, student survey, demand analysis, and project conceptualization. In summary, Brailsford & Dunlavey’s research indicated that there was demand for more than 600 beds of new student housing. However, based on guidance from the College and through the application of a demand profile, they recommended that COCC build new housing to accommodate 353 students in a semi-suite room configuration and anticipated an annual 98% occupancy rate. COCC’s new residence hall opened in fall 2015 with 76% occupancy and winter term at 66% (due to move outs since opening, occupancy is currently at 64%).

COCC leadership engaged in a conference call with Brailsford & Dunlavey in order to discuss the discrepancy between their projections and the College’s experience; Shirley Metcalf, Jim Jones, Alicia Moore, and Ron Paradis participated in the conference call. Key takeaways from this discussion include:

- Confirmation that local housing rental and vacancy rates should have had a positive influence on occupancy rates.
- Brailsford staff offered some minor suggestions as to other possible marketing strategies, but indicated that our marketing strategies, timing, and integration with prospective student materials appear to be strong.
- There has not been significant research on community colleges and student housing since COCC's last feasibility study.
- Brailsford & Dunlavy discouraged COCC from pursuing a mandatory live-in policy. Their research indicates that such a policy works well for institutions who have a residential experience as part of their core operation and mission—which includes “around-the-clock” support services. Moreover, the community college mission is focused inherently on non-traditional students who require greater flexibility and differing supports, something which is not conducive to a mandatory live-in requirement.
- Brailsford & Dunlavy expressed some concern that our room rates may be higher than what target markets may be able to absorb.

Ultimately, Brailsford & Dunlavy indicated that COCC's experience was “extraordinarily unique” in their history of assisting colleges in the development of successful student housing programs.

Lane Community College

To further investigate COCC's occupancy concerns, as well as review possible alternative management models, COCC leadership met with Lane Community College's (LCC) Chief Financial Officer and Executive Dean of Student Affairs and later, with Campus Advantage, the housing organization with whom LCC contracts to manage its student housing; Jim Jones, Dave Dona, and Alicia Moore participated in the meetings. Both meetings proved informative in better understanding different housing models and LCC's experience.

It is important to note that Lane Community College's student housing is significantly different than COCC. Briefly:

- LCC student housing is located at their downtown campus, approximately four miles away from the main LCC campus, and was part of a city urban renewal project.
- The housing is apartment-style and each suite includes four single bedrooms, two bathrooms, and a shared kitchen and living room area. Bedrooms are furnished with a bed, dresser, desk and chair and the apartment includes a couch, two chairs, flat screen TV, tables and bar stools.
- No food service is provided.
- Students sign a 12-month lease and can find another to sub-lease if they want move out early and not be responsible for the balance of the lease.
- Individuals can move into LCC's student housing if they indicate an intent to enroll in a future term at any of LCC, University of Oregon, or Northwest Christian University.

- Students have to register in only six credits to remain in LCC's student housing; housing staff do not monitor academic progress and registration status. (COCC requires students to register in 12 credits and regularly monitors registration and academic progress status.)
- Students have an opportunity to renew their lease as early as November of the prior year; students who do so receive lower rental rates than those who sign later in the academic year.
- LCC opened their new housing with approximately 50% occupancy in year one, 80% in year two, 94% in year three, and 100% in year four.

Some of the key take-aways from discussions with LCC leadership and Campus Advantage echo Brailsford & Dunlavey feedback in regards to questions about why local rental vacancy rates did not have a stronger influence on COCC occupancy and that the College appears to have a strong marketing program. Additional suggestions include that COCC may wish to consider adding a monthly payment plan, one that starts prior to the academic year; having a co-signor for the student lease and for those that do, offer a smaller security deposit; and setting next year's room rates earlier, which allows the College to begin a renewal campaign as early as mid-fall quarter.

Conclusion

Conversations with Brailsford & Dunlavey, LCC administration, and Campus Advantage leadership were informative. Information from these visits will inform the College's work in recommendations regarding room and board rates, new housing student intake process, housing payment plans, potential management structures, marketing plans, and related activities.

COCC FACULTY FORUM REPORT – WINTER 2016

Teaching and Learning Center

Arising out of the COCC Faculty's strong motivation for excellence in teaching as well as for peer support and innovation, the faculty founded the Teaching and Learning Center (TLC) whose goals are:

- to promote innovation, collaboration and reflection upon best practices in teaching on campus;
- to share teaching practices and ideas between departments and individuals;
- to promote interactions among faculty (full time, adjunct, and part time); and
- to foster an environment of community, mentorship and fun

The TLC has three main areas of focus:

- 1) Teaching Academies/Development → presentations and workshops to discuss, promote, and provide resources for best practices in teaching; awards that celebrate faculty innovation
- 2) Faculty Mentoring → New Faculty Extended Orientations; Part-time Orientations; Faculty Mentoring Program
- 3) Teaching Commons website → publicity of events and database of resources for instructors

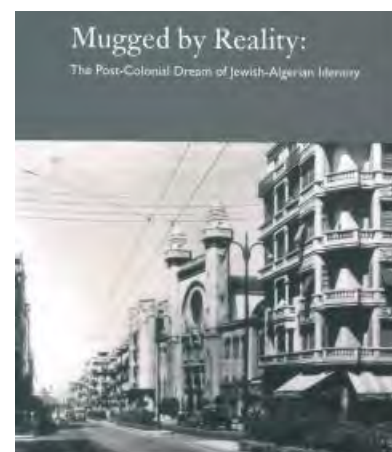
The TLC Advisory Council reports directly to the Vice President for Instruction, and is supported and funded through the VPI's office. The membership of the TLCAC consists of seven faculty (Andria Woodell, Kathy Smith, Matt Novak, Chris Rubio, Karen Heckert, Sara Henson, and Sarah Fuller), a library support person (Kirsten Hostetler), an instructional administrator (Michael Fisher), a student services representative (Shawna Elsberry) and a representative from eLearning (Jess Winans). The TLC directives directly connect to the COCC Strategic Plan (IS.5 and TA.3) as well as the Academic Master Plan (Priority B).

Spotlight on the World Languages and Cultures (WLC) Department

The WLC department has 9 full-time faculty (Amy Harper – Chair, Josh Evans, Murray Godfrey, Jessica Hammerman, Lin Hong, Chuck Hutchings, Mick McCann, Fleur Prade, Michel Waller), 1 adjunct faculty (Janet Gesme, German), and approximately 20 part time faculty. The WLC Department was formed 4 years ago in an academic reorganization of the Humanities and Social Science departments. The main areas of instruction include: Anthropology; Ethnic Studies; Foreign Languages (French, German, Italian, Kiksht, Mandarin Chinese, Spanish); Geography; History; Philosophy; and Political Science.

Selected recent WLC highlights:

- History faculty, Dr. Jessica Hammerman, recently published the article, "Mugged by Reality" about Algerian Jews during the war for decolonization in the magazine *Sephardi Report*. In addition, Dr. Hammerman was invited to the US Holocaust Memorial Museum to attend the Hess Faculty Seminar with a focus on the postwar period and will develop a Holocaust course as a result.
- Anthropology faculty Dr. Michel Waller, was recently appointed to the Chimps, Inc. Board of Directors. Chimps, Inc. is a sanctuary specifically designed to provide lifetime care to captive chimpanzees rescued or retired from the pet and entertainment industries. In addition, Dr. Waller was co-author of an article published in *Nature* in 2014 entitled, "Lethal aggression in *Pan* is better explained by adaptive strategies than human impacts."
- Foreign language faculty, Valerie Switzler earned the Excellence in Community Linguistics Award from the Linguistic Society of America (<http://www.bendbulletin.com/localstate/education/3868634-151/warm-springs-teacher-earns-national-linguistics-award>).



COCC FACULTY FORUM REPORT – WINTER 2016

- Anthropology faculty, Amy Harper, was featured on KTVZ Report, “Protesters, terrorists, patriots... the list goes on. How important are the words we use to describe the men who have taken over the National Wildlife refuge?” In addition, Amy will be giving a series of talks (Mead in the Sepik and Anthropology and the Sacred) in April associated with the Deschutes Public Library’s Novel Idea event.
- History faculty, Murray Godfrey, was featured in the Know Scandal Lecture Series at Deschutes Public Library, where he gave a series of talks entitled, “Oregon Scandalized,” featuring prominent Oregon political and cultural scandals and how they affected United States history from the early days as a territory through the 21st Century.
- The WLC department opened a language lab in the lower level of Ochoco this fall. Over 280 students utilized the lab in the fall and around 100 students to this point in Winter term. The lab includes study spaces, tutors, computers with language learning software, microphones for recording speech, and a TV for watching foreign language videos. The space also has print resources (grammar books, dictionaries, children’s books, and games) to encourage students to engage with their language of study.

Study Abroad in Barcelona

COCC’s fall 2015 study abroad program introduced nine community college students to the art, culture and traditions of Barcelona, Spain. Speech and Writing Professor Jon Bouknight tailored his courses to fit the locale: Media and Intercultural Communication students regularly learned *in situ*: joining in the October Book Fair on *Passeig de Gràcia* or visiting the *Museo de Cultures del Món* and the *Museo Etnològico*. The classes canvassed the streets around *Plaça Catalunya* and *Las Ramblas*, creating self-guided tours of locations from Carlos Ruiz Zafon’s *Shadow of the Wind* and George Orwell’s *Homage to Catalonia*. The Intercultural Communication students caught the world-famous FC Barcelona *fútbol* team in action at *Camp Nou*; this activity was a culmination of extensive reading on the long-running rivalry between Barcelona and Madrid. COCC Drama students attended two theatrical productions, *Husbands and Wives* and *Much Ado About Nothing*, both performed in Catalan. Using plays from the Golden Age of Spanish Drama to the contemporary *Barcelona: Map of Shadows*, these students also orally interpreted select scenes in the Greek Theatre on *Montjuïc*—the outdoor stage was the students’ choice.



Beyond coursework and culture, these students had the life changing experience of international travel and many plan to return to Spain. One student wrote, “During my time in Spain, I didn't leave the country, but it was amazing getting to know other parts of Spain. I got to go to the North of Spain, Madrid, and some towns along Costa Brava. As much as I enjoyed those places, the feeling of coming back home to Barcelona was the best! There is always something going on here, and I love that so much. This was my first time leaving home, and I'm so glad I got to spend it in Barcelona!”

**Central Oregon Community College
 Board of Directors - Action Item**

2016-17 New Student Housing Room and Meal Plan Rates

Recommendation by: Shirley Metcalf, President
 Jim Jones, Interim Chief Financial Officer
 Matt McCoy, Vice President for Administration
 Alicia Moore, Dean of Student and Enrollment Services
 Ron Paradis, Executive Director of College Relations

Subject	2016-17 Room and Meal Plan Rates
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.9: Maintain student affordability while ensuring efficient and cost effective operations.
Transfer & Articulation	TA.1: Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Workforce Development	WD.1: Maximize support services, from entrance to completion, to promote successful completion of CTE programs.

A. DISCUSSION/HISTORY

Each year, COCC staff bring student housing room and meal plan rates to the COCC Board of Directors for review and approval.

The room rate recommendations are built upon review of comparator room rates at Northwest colleges and universities, student housing budget forecasts, and recent discussions with Brailsford & Dunlavey, Campus Advantage, and Lane Community College.

The meal plan rates are built upon the desire to provide options for students (as opposed to one flat fee), create sufficient revenue to cover the food service management fee and provide funds to build a kitchen equipment/dining hall reserve fund. In recommending COCC's proposed board rates, staff reviewed operational costs including labor, food expenses, hours of operation, and controllable and non-controllable capital improvements.

As a point of comparison, institutions with similar room designs and *current* year annual combined double room and meal plan rates are:

- Treasure Valley Community College: \$6,914
- Western Oregon University: \$9,830
- Northern Idaho College: \$10,575

- Southern Oregon University: \$13,350
- University of Oregon: \$15,939

Additionally, OSU-Cascades indicates that their double room rates and the most affordable meal plan option for the 2016-17 academic year will be \$10,935.

B. PROPOSAL

Room and meal plan rate recommendations are listed below. The College is not recommending changes to the current year single room rates given student response to this type of room design. Room and meal plan rates will be divided into equal amounts per term.

Double Occupancy Rooms (annual)

2015-16	2016-17	Difference
\$6,300	\$6,000	-4.8%

Single Occupancy Rooms (annual)

2015-16	2016-17	Difference
\$8,550	\$8,550	0%

Meal Plan Rates (annual)

Plan	Description	2015-16	2016-17	Difference
Basic	9 Meals/Week + \$400 Flex Cash	\$4,250	\$3,855	-9.2%
Standard	14 Meals/Week + \$200 Flex Cash	\$4,550	\$4,215	-7.3%
Preferred	19 Meals/Week + \$100 Flex Cash	\$4,720	\$4,575	-3.1%

Combined Double Room and Meal Plan Rates – Double Occupancy

	2015-16	2016-17	Difference
Basic	\$10,550	\$9,855	-6.6%
Standard	\$10,850	\$10,215	-5.9%
Preferred	\$11,020	\$10,575	-4.3%

Combined Double Room and Meal Plan Rates – Single Occupancy

	2015-16	2016-17	Difference
Basic	\$12,800	\$12,405	-3.1%
Standard	\$13,100	\$12,765	-2.6%
Preferred	\$13,270	\$13,125	-1.1%

C. OPTIONS

- Approve proposal as is.
- Recommend a different rate.

D. TIMING

Action requested at this meeting so that staff may contact prospective students regarding 2016-17 room and board rates and issue contracts to ready students.

E. RECOMMENDATION

Be it resolved that the governing Central Oregon Community College Board of Directors approves the 2016-17 room and meal plan rates as presented in section B.

E. BUDGET IMPACT

Assuming 2015-16 occupancy projections carry forward to next year, the recommended room rate reduction indicates that COCC would need to gain an additional 11 students beyond this year's occupancy to recover the revenue difference.



Central Oregon Community College Board of Directors: Resolution

Subject	Naming of Health Careers 330 in honor of James T. Lussier
Prepared By	Ron Paradis, Executive Director of College Relations; Zak Boone, Executive Director of the COCC Foundation

- A. Background:** James T. (Jim) Lussier has been a long-time advocate in the areas of public higher education and health care in Oregon. He served on the COCC Board of Directors for 19 years, from 1978 to 1997, and was chair three times. Since their first gift in 1984, Jim and his wife Marjorie have been supporting COCC through their many charitable contributions to the Foundation. In 1997, Jim was appointed to the Oregon State Board of Higher Education and served as president of that board.

As part of his 36-year career in health care administration, Mr. Lussier was president and chief operating officer for the St. Charles Health Systems for 15 years, from 1989 to 2004. Under his leadership, St. Charles ranked as one of the nation's "Top 100" hospitals and is noted for its excellence, patient-focus and healing health care.

In addition, Mr. Lussier has a passion for strong leadership for high performance organizations and has worked with entities throughout the country and the world on a variety of leadership topics. He is the founder and principle consultant with The Lussier Center, which is focused on the quest for personal and organizational performance excellence through the development of optimum governance, and leadership that created a preferred future for their organization.

- B. Options/Analysis:** In recognition of his leadership in education and health care, the Board of Directors is recommending naming of Health Careers 330 as the Jim Lussier Classroom.

- C. Timing:** As requested

- D. Budget Impact:** Minor costs for plaque and signage

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors does hereby name Health Careers Classroom 330 the Jim Lussier Classroom.