



CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting
Wednesday, January 13, 2016 – 6:00 PM
Christiansen Boardroom – Bend Campus

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Ford
	II. Introduction of Guests			
6:05 pm	III. Agenda Changes			
6:06 pm	IV. Public Hearing and Testimony			
	A.			
6:10 pm	V. REPORTS			
	A. 2015 Audit Report	5.a*	X	Auditors ^P
	B. Update – General Fund Revenue & Expenditures	5.b*		Dona ^P
6:35 pm	VI. Consent Agenda***			
	A. Minutes			
	1. Regular – December 9, 2015	6.a1	X	Smith
	B. Personnel			
	1. New Hire Report (December 2015)	6.b1	X	Sorenson ^A
	C. Mileage and Meal Per-diem Rates	6.c	X	Dona ^A
	D. Contract Approval (Taylor & Judd)	6.d	X	Sorenson ^A
	E. Financial Certifications (6.e & 6.e1)	6.e & 6.e1*	X	Dona ^A
6:40 pm	VII. Information Items			
	A. Financial Statements	7.a		Bloyer ^A
	B. Season of Non-Violence	7.b		Moore ^P
	C. Student Success	7.c		Newby ^A
6:50 pm	VIII. Old Business			
	A. Solar Array - Update			McCoy ^P
7:00 pm	IX. New Business			
	A.			
7:05 pm	X. Board of Directors' Operations			
	A. Board Member Activities			
7:20 pm	XI. President's Report			
	A. Updates			
	1. Aviation			Fisher ^P
	2. COCC Foundation			Boone ^P
	XII. Dates			
	A. Wednesday, February 10, 2016 – Board of Directors' Meeting – Bend Campus			
	B. Friday, February 26, 2016 – Taste of the Town – Mazama Gym (6 to 10:00pm)			
	C. Saturday, February 27, 2016 – Meal of the Year – Mazama Gym (5:30pm)			

D. GISS – Advanced Governance Institute for Student Success - Oregon
June 28, 29 and 30, 2016 – location yet to be determined

- 7:40 pm XIII. **Adjourn to Executive Session**
XIV. Executive Session: ORS 192.660 (1)(e) Real Property Transactions McCoy
XV. Adjourn Executive Session to Regular Open Session
- 8:10 pm XVI. **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 Aavailable for background information if requested.



CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Wednesday, December 9, 2015 – 6 p.m.
Christiansen Board Room, Boyle Education Center - Bend Campus

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

INTRODUCTION OF GUESTS: Matt McCoy, Jenni Newby, Jerry Schulz, Zak Boone, Chad Harris, Sally Sorenson, Stacey Donohue, David Dona, Michael Fisher, Ron Paradis, Glenda Lantis, Lisa Bloyer, Joe Viola, Dan Cecchini, Carol Higginbotham, Jim Bennett, Cady-Mae Koon, Ken Mays, Caren Graham, Bruce Emerson, Abby Spegman-The Bulletin, and others.

CONSENT AGENDA:

Mr. Joe Krenowicz moved to approve the Consent Agenda (Exhibit: 5). Mr. John Mundy seconded.

Call for the Vote:

Yes: Dorsch, Mundy, Ricks, Abernethy, Krenowicz

Abstain: Craska Cooper and Ford (absent from the Nov. 17 meeting)

MC. Approved. M12/15:1

BE IT RESOLVED that the Board of Directors approved the regular meeting Minutes of November 17, 2015 (Exhibit: 5.a1);

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

BE IT RESOLVED that the Board of Directors approves the employment contracts for Tina Redd – Redmond Campus Director (Exhibit: 5.b2); Jared Forell – Assistant Director of Admissions & Records, Curriculum and Technology (Exhibit: 5.b3);

BE IT RESOLVED that the Board of Directors accept the bid of WCP Solutions for the Copier and Printer Paper goods and direct that a contract be executed (Exhibit: 5.c).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 6.a)

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

2013-18 Strategic Plan (Exhibit: 6.b)

Jenni Newby-Interim Executive Dean for Instruction/Chief Academic Officer and Matt McCoy-VP for Administration gave an overview of the history and update of the Strategic Plan. The updates to the 2013-18 Strategic Plan strengthen the College's understanding and ability to meet all five themes within the Strategic Plan.

Zoning Change

Matt McCoy reviewed the zoning change for the 12 acres COCC owns at the southwest corner of the Shevlin Park and Mt. Washington roundabout. The proposal going to the City of Bend is to change the zoning from RS (Standard Residential) to RH (High Density Residential). This would allow COCC to contract to build single-family housing, duplexes and apartments. COCC is in the beginning stages of the process and working with William Smith Properties. The purpose of the project is to generate additional revenue for COCC.

Student Success: (Exhibit: 6.d)

The Board of Directors were apprised of the winter and spring 2015 Goals and Actions implemented by COCC's Developmental Education Redesign Team.

OLD BUSINESS:

2nd Reading – Board Policies (Exhibit: 7.a)

Ms. Laura Craska Cooper moved to approve the second reading of the revised Governing Process Policies. Mr. Joe Krenowicz seconded. MCU. Approved. M12/15:2

NEW BUSINESS:

Contract Approval (Exhibit: 8.a)

Mr. Bruce Abernethy moved to approve the hiring of Wayne C. Metcalf as a part-time instructor without compensation effective January 4, 2016. Ms. Vikki Ricks seconded. MCU. Approved. M12/15:3

BE IT RESOLVED that the Board of Directors approve the hiring of Wayne C. Metcalf as a part-time instructor without compensation effective January 4, 2016.

BOARD OF DIRECTORS' OPERATIONS:

Board Member Activities

Mr. Dorsch Phone Calls w/Matt McCoy re: Real Estate
 Conversation w/Tech Dept. at the Redmond Campus

Mr. Mundy College Affairs Committee Meeting

- Ms. Craska Cooper Real Estate Committee Meeting
OCCA Conference at Salishan Resort in Gleneden Beach, OR
Conversations w/Board Chair David Ford
Spoke of the TRIO grant program and is interested in TRIO grants for COCC student success
- Mr. Krenowicz Madras Chamber of Commerce “Coffee Cuppers”
also attended by President Metcalf, Jerry Schulz-Dean of Extended Learning, Stephanie Goetsch-Program Manager and Ron Paradis-Director of College Relations
- Mr. Abernethy Real Estate Committee Meeting
Board Policy Review
- Ms. Ricks Real Estate Committee Meeting
Conversations w/high school students re: Oregon Promise program
- Mr. Ford Real Estate Committee Meeting
Meetings w/President Metcalf re: Board Retreat planning and Agenda Review.
Phone call w/resident of neighboring COCC 12 acre parcel on corner of Shevlin Park and Mt. Washington
Meeting w/President Metcalf and Jim Jones-Interim CFO.

PRESIDENT’S REPORT

Continuing Education - Update

Glenda Lantis-Director Continuing Education gave an update on activities in Continuing Education and talked about what the various classes mean to students. Glenda reviewed the mission and vision of community learning and provided information on enrollment growth and diversifying of the offerings to include more courses and programs for:

- Business and employees
- Youth camps
- Personal and professional enrichment.

NEVTEX (Exhibit: 10.a2)

Bruce Emerson-Professor of Physics; Ken Mays-Professor of Automotive Technology/Program Director; and Michael Fisher-Instructional Dean gave a PowerPoint presentation update on the NEVTEX (Northwest Engineering Vehicle Technology Exchange) grant and activities. COCC has designed a new two-year Associate of Applied Science (AAS) degree with stackable certificates in HEV/EV (Hybrid Electric Vehicle/Electric Vehicle) technology that has been approved by the state. This project supports more opportunities for Society of Automotive Engineers (SAE) certified instructor training, equipment purchases and development of course activities.

President Metcalf thanked the presenters and attendees of the meeting and ended with a quote by Colin Powell: General (four-star) in the U.S. army; former National Security Advisor; Chairman of the Joint Chiefs of Staff and 65th Secretary of State.

“A life is about its events; it’s about challenges met and overcome – or not; it’s about successes and failures. But more than all of these put together, it’s about how we touch and are touched by the people we meet. It’s all about the people.”

ADJOURN: 8:10 PM

APPROVED;

ATTEST TO;

Mr. David Ford, Chair

Dr. Shirley I. Metcalf, President

Exhibit: 6.b1
January 13, 2015
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – December 1- 31, 2015

<u>Name</u>	<u>Date Hired</u>	<u>Location</u>	<u>Job Title</u>
Administrative Full-Time			
Forell, Jared	12/18/2015	Bend	Asst Dir, A&R Curr Tech
Classified Full-Time			
Craig, Stephen	12/14/2015	Bend	CPS Officer
Firman, Jordan	12/28/2015	Bend	CCC Specialist
Temporary Hourly			
Bonine, Christopher	12/09/2015	Bend	Bookstore
Chavez, Isabel	12/29/2015	Bend	CPS Officer
DeSilva, Michele	12/08/2015	Bend	Library
Peterson, Sarah	12/29/2015	Bend	A&R Office Assistant
Sorensen, Gail	12/07/2015	Bend	Human Resources

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

Prepared by: David Dona, Associate CFO

Subject:	Notification of mileage rate and approval of meal per-diem rates.
Strategic Plan Themes and Objectives:	
Institutional Sustainability	IS.10 - Maintain student affordability while ensuring efficient and cost effective operations.

A. Background

The College's general business procedures (B-2-6.1) require the Board be notified of the personal car mileage rate annually. The College uses the approved federal rate established by the Internal Revenue Service (IRS). The Federal mileage rate for 2016 decreased to \$0.54 per mile from the 2015 rate of \$0.575 per mile.

General business procedures (B-2-6.1) require the reimbursement for the cost of employee meals shall be at the rate established by the Board. The College uses the U.S. General Services Administration (GSA) standard rate for Oregon in-state per-diem rates. The out-of-state per-diem rates represent 125% of in-state rates. The proposed in-state and out-of-state per-diem rates are provided below:

	In-state Rates*	Out-of-State Rates**
Breakfast	\$ 11	\$ 14
Lunch	\$ 12	\$ 15
Dinner	\$ 23	\$ 29
Total	\$ 46	\$ 58

* In-state rates are equal to the GSA federal standard rates for Oregon.

** Out-of-state rates are 125% of GSA federal in-state rates for Oregon.

B. Options/Analysis

- 1) Approve proposed per-diem rates.
- 2) Do not approve proposed per-diem rates.

C. Timing

Approval of this resolution will maintain current meal per-diem rates.

D. Budget Impact

Costs associated with mileage rate and meal per-diem rates will be managed within the current adopted budget

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby approve the proposed per-diem meal rates as shown in Section A.

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

Prepared by: Sally Sorenson, Director of Human Resources

Subject	Approve employment contracts for Corey Taylor and Jennifer Judd for the ABS Instructor, Basic Reading/Writing and Transition .
Strategic Plan Themes and Objectives	
Workforce Development	WD.3 – <i>Maintain and strengthen student opportunities in Business programs for students to achieve program completion and employment in their area of study.</i>
Basic Skills	<p>BS.1 - <i>Students who complete English Language Learner (ELL) courses will have the skills to succeed in Adult Basic Education (ABE) and Adult Secondary Education (ASE) courses.</i></p> <p>BS.2 - <i>Students who complete ASE level courses will have the skills necessary to obtain the GED.</i></p> <p>BS.3 - <i>Students who complete ASE level courses will have the skills to succeed in credit writing and math courses.</i></p> <p>BS.4 - <i>Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.</i></p>
Lifelong Learning	<p>LL.2 - <i>Increase overall, lifelong learning participation.</i></p> <p>LL.4 - <i>Support lifelong learning for College employees by designing and advancing educational opportunities.</i></p>

A. Background

These are replacement positions. The **ABS Instructor, Basic Reading/Writing and Transition** are full-time, 9-month, faculty positions within the Secondary Programs, ABS Department at Central Oregon Community College. These positions provide noncredit, standards-based basic skills instruction necessary for literate functioning to adults in basic reading and writing in the context of preparation for college-level courses or to improve basic skills for employment. Instructors assist students to apply learned skills to academic and real life situations.

B. Options/Analysis

- Approve the employment contracts for COREY TAYLOR and JENNIFER JUDD as ABS Instructors.
- Decline approval of the employment contracts for COREY TAYLOR and JENNIFER JUDD as ABS Instructor.

C. Timing

The **ABS Instructor, Basic Reading/Writing and Transition** positions are appointed for a 9-month employment contract each fiscal year. For the 2015-16 fiscal year, the initial employment contract period will be from January 4, 2016 to June 17, 2016. As with all other ABS employees, a new contract will be prepared for the next fiscal year that begins July 1.

D. Budget Impact

The salaries conform to the current approved ABS salary schedule.

E. Proposed Resolution

Be it resolved that the COCC Board of Directors hereby approves the employment contracts for COREY TAYLOR and JENNIFER JUDD as ABS Instructors.

F. Miscellaneous

Mr. Taylor earned his bachelor's degree in English at the University of Oregon and his master's degree in Teaching in Language Arts from Oregon State University – Cascades. He is currently completing coursework toward a second master's degree in English from Morehead State University. He has taught as adjunct developmental and basic composition writing faculty at COCC since 2012. Prior to his teaching at COCC, he taught English at La Grande High School.

Ms. Judd earned her bachelor's degree in anthropology from Whitman College and her master's degree in Adult Education and Training – Adult Basic Education from Seattle University. In addition, she earned a TESOL (Teaching English as a Second Language) certificate from Seattle University. She has taught in COCC's Adult Basic Skills department in temporary and part-time positions since 2013. Prior to her teaching at COCC, she taught standards-based job-readiness writing to GED students and ESL classes for Southwest Youth and Family Services in Seattle.

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

Cash and Investments

The Colleges' operating cash balances currently total \$38 million. The November average yield for the Local Government Investment Pool remains unchanged at .54 percent.

The bond proceeds held in cash totals \$874 thousand as of the end of November.

General Fund Revenues

The College received \$12.5 million in property tax revenues for the month of November, which represents 88% of anticipated collections. Winter term registration started on November 16, resulting in an increase in tuition and fee revenues of \$3.8 million over the prior month. The budgeted transfers-in have been posted for the year.

General Fund Expenses

The expenses through November 2015 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

All general fund appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of November 30, 2015

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
4089 - General operating fund	\$ 37,076,476		
3624 - Robert Clark Trust			\$ 371,624
3707 - Residence Hall bond funds		\$ 477,026	
3948 - Residence Hall retention		\$ 397,442	
November Average Yield .54%			
Cash in USNB	\$ 1,403,102		
Cash on Hand	\$ 4,600		
Total Cash	<u>\$ 38,484,178</u>	<u>\$ 874,468</u>	<u>\$ 371,624</u>

Central Oregon Community College
Monthly Budget Status
November 2015

Exhibit 7a
13-Jan-16

<u>General Fund</u>	<u>Adopted Budget</u>	<u>Year to Date Activity</u>	<u>Variance Favorable (Unfavorable)</u>	<u>Percent of Budget Current Year</u>	<u>Percent of Budget Prior Year</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 14,180,000	\$ 12,554,417	\$ (1,625,583)	88.5%	88.8%
Prior Taxes	623,000	348,387	(274,613)	55.9%	40.5%
Tuition and fees	16,679,000	9,920,205	(6,758,796)	59.5%	60.9%
State Aid	9,110,000	4,662,351	(4,447,649)	51.2%	48.9%
Interest & Misc. Income	70,000	470	(69,530)	0.7%	0.8%
Transfer-In	1,874,500	1,874,500	-	100.0%	98.8%
Total Revenues	\$ 42,536,500	\$ 29,360,330	\$ (13,176,170)		
Expenses by Function					
Instruction	\$ 19,343,813	\$ 5,961,059	\$ 13,382,754	30.8%	31.7%
Academic Support	3,136,473	1,187,646	1,948,827	37.9%	35.6%
Student Services	4,835,160	1,623,877	3,211,283	33.6%	37.6%
College Support	5,264,718	2,112,200	3,152,518	40.1%	41.0%
Plant Operations and Maintenance	4,599,224	1,569,170	3,030,054	34.1%	34.4%
Information Technology	4,090,108	1,802,680	2,287,428	44.1%	39.3%
Financial Aid	52,897	25,017	27,880	47.3%	36.4%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,602,618	2,585,299	17,320	99.3%	99.7%
Total Expenses	\$ 44,725,011	\$ 16,866,948	\$ 27,858,063		
Revenues Over/(Under) Expenses	\$ (2,188,511)	\$ 12,493,382	\$ 14,681,893		

Central Oregon Community College
Monthly Budget Status
November 2015

Exhibit 7a
13-Jan-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	\$ 4,077,954	\$ (1,254,507)	76.5%	38.6%
Expenses	5,279,505	1,139,450	4,140,055	21.6%	15.6%
Revenues Over/(Under) Expenses	\$ 52,956	\$ 2,938,504	\$ 2,885,548		
Grants and Contracts Fund					
Revenues	\$ 1,850,369	\$ 227,011	\$ (1,623,358)	12.3%	15.4%
Expenses	1,904,487	456,872	1,447,615	24.0%	25.4%
Revenues Over/(Under) Expenses	\$ (54,118)	\$ (229,861)	\$ (175,743)		
Capital Projects Fund					
Revenues	\$ 2,037,398	\$ 2,097,161	\$ 59,763	102.9%	28.1%
Expenses	7,215,300	2,136,980	5,078,320	29.6%	17.7%
Revenues Over/(Under) Expenses	\$ (5,177,902)	\$ (39,819)	\$ 5,138,083		
Enterprise Fund					
Revenues	\$ 8,612,326	\$ 2,213,928	\$ (6,398,399)	25.7%	26.0%
Expenses	9,627,759	3,844,003	5,783,756	39.9%	31.7%
Revenues Over/(Under) Expenses	\$ (1,015,433)	\$ (1,630,076)	\$ (614,643)		
Auxiliary Fund					
Revenues	\$ 9,502,382	\$ 5,414,358	\$ (4,088,024)	57.0%	48.7%
Expenses	10,553,349	5,076,658	5,476,691	48.1%	50.5%
Revenues Over/(Under) Expenses	\$ (1,050,967)	\$ 337,700	\$ 1,388,667		
Reserve Fund					
Revenues	\$ 9,336	\$ -	\$ (9,336)	0.0%	0.0%
Expenses	510,000	387,614	122,386	76.0%	66.8%
Revenues Over/(Under) Expenses	\$ (500,664)	\$ (387,614)	\$ 113,050		
Financial Aid Fund					
Revenues	\$ 18,445,575	\$ 5,079,154	\$ (13,366,421)	27.5%	27.7%
Expenses	18,472,306	5,258,459	13,213,847	28.5%	28.8%
Revenues Over/(Under) Expenses	\$ (26,731)	\$ (179,304)	\$ (152,573)		
Internal Service Fund					
Revenues	\$ 390,767	\$ 61,294	\$ (329,473)	15.7%	26.4%
Expenses	516,989	223,858	293,131	43.3%	25.6%
Revenues Over/(Under) Expenses	\$ (126,222)	\$ (162,564)	\$ (36,342)		
Trust and Agency Fund					
Revenues	\$ 1,809	\$ 790	\$ (1,019)	43.7%	41.8%
Expenses	3,000	750	2,250	25.0%	28.6%
Revenues Over/(Under) Expenses	\$ (1,191)	\$ 40	\$ 1,231		

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

Prepared by: Alicia Moore, Dean of Student & Enrollment Services
Karen Roth, Director of Multicultural Activities

Subject	2016 Season of Nonviolence – Summary of Events
Strategic Plan Themes and Objectives	
Institutional Sustainability	IS.2 - Increase meaningful partnerships to improve COCC's effectiveness and positive impact in the region. I.S.8: Support enrollment and success of underrepresented students.
Transfer and Articulation	TA.1 - Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.
Workforce Development	WD.1 - Maximize support services, from entrance to completion, to promote successful completion of CTE programs.
Basic Skills	LL.1 - Broaden lifelong learning opportunities based on assessed campus, community, and industry needs. LL.4 - Support lifelong learning for College employees by designing and advancing educational opportunities.

Introduction

Inspired by the work of Mahatma Gandhi, Dr. Martin Luther King, Jr., César Chávez, and Chief Wilma Mankiller, the annual Season for Nonviolence honors these leaders' visions for an empowered, nonviolent world. Colleges and universities throughout the country celebrate the Season of Nonviolence by bringing together community partners to educate and empower communities on how to use non-violent methods to create a more peaceful world.

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

Community Book Conversation

Several community organizations are joining the COCC and OSU Cascades campuses in community book conversations on *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Dr. Claude Steele. "Whistling Vivaldi" is a summary of Steele's groundbreaking research on the ways in which stereotypes can undermine the performance of the people they target. It takes its unusual name from a story told to the author by Brent Staples, an African-American journalist who writes for The New York Times. Details of book conversation groups and locations is available at www.cocc.edu/mcc-events

At the end of the book discussion period, join in a Book Conversation Celebration: A Community United Against Racism: Monday, February 29, 4:00 – 6:00 pm, COCC's Wille Hall.

Expanding the Circle of Human Concern, A Discussion with John A. Powell

Wednesday, January 27, 12:00 – 1:30 pm, COCC's Wille Hall

Join in a discussion with John Powell, Professor of Law and Director of the Haas Institute for a Fair and Inclusive Society at the University of California at Berkeley, about the ways in which we can recognize our shared human experience, embrace a shared responsibility to minimize unnecessary suffering, and be enriched by our differences. For more information, visit www.johnpowell.org/#intro

Opening the Question of Race to the Question of Belonging, A Discussion with J A. Powell

Wednesday, January 27, 6:30 – 8:00 pm, COCC's Wille Hall

Professor Powell will discuss his recent work related to the global movement of “Othering and Belonging”, which looks at the question of how we think about, talk about, and give birth to a society where everyone belongs. Professor Powell will discuss new scientific discoveries that reveal race is relational and plays out in our unconscious minds, and will offer this new learning to the audience as a form of everyday power.

How Much Inequality is Acceptable? A Presentation by Julia Hammond

Thursday, February 11, 6:30 – 8:00 pm, COCC's Wille Hall

Income inequality seems a natural consequence of rewarding excellence and innovation in a capitalist economy. However, some economists have recently suggested that we, in America, are now living with the largest income gap in the history of the world. Are excellence and innovation an incentive for hard work and inventive creativity still acceptable if such gaps exist? In this conversation, Julia Hammond, owner of FolkLala and professor of liberal arts at the Art Institute of Portland, will explore our beliefs and values around income inequality.

Film and Discussion: Waking in Oak Creek

Tuesday, February 16, 4:00 – 5:30 pm, Hitchcock Auditorium, 201 Pioneer, Bend Campus

Wednesday, February 17, 4:00 – 5:30 pm, 306, Building 3, Redmond Campus

As the Sikh community in Oak Creek, Wisconsin prepares for Sunday prayers, a deadly hate attack shatters their lives, but not their resilience. This film was produced in conjunction with the U.S. Department of Justice Community Oriented Policing Services Office as part of the *Not In Our Town: Working Together for Safe, Inclusive Communities Initiative*.

Film and Discussion: The Cherokee Word for Water

Monday, February 22, 3:00 – 4:30 pm, Community Room, Madras Campus

Wednesday, February 24, 3:00 – 5:00 pm, Hitchcock Auditorium, 201 Pioneer, Bend Campus

The Cherokee Word for Water is a feature-length motion picture that tells the story of the work that led Wilma Mankiller to become the first modern female Chief of the Cherokee Nation.



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

Subject	Student Success: Placement, Report to the COCC Board of Directors
Strategic Plan Theme(s) and Objectives	
Institutional Sustainability	IS.8 - Support enrollment and success of underrepresented students.
Transfer and Articulation	TA.2 - Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer. TA.3 - Provide students a high-quality general education.
Workforce Development	WD.3 - Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.
Basic Skills	BS.4 - Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.
Lifelong Learning	
Prepared By	Dr. Jenni Newby, Interim Chief Academic Officer

ENSURING STUDENT SUCCESS THROUGH REVISING PLACEMENT INTO DEVELOPMENTAL EDUCATION COURSES:

Update to the COCC Board of Directors

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

Because of the complexities involved in moving from a single placement tool to multiple measures, the Oregon Developmental Education Redesign Work Group recognized that a new work group was needed to discuss placement, distinct from other Developmental Education reforms. The Work Group recommended that a body of community college, university, and high school representatives with

appropriate expertise convene in Spring 2015 to consider recommendations to the state that promote the following shared practices among institutions:

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

COCC's Placement Work Group Team

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

Development of the Reading/Writing Pilot for 2016

Currently, COCC uses the Accuplacer test to place students in the appropriate writing/reading course (COCC combined developmental reading and writing courses over 10 years ago). At COCC, students are placed into one of the following courses based on the scores they earn on the Reading Comprehension and Sentence Skills sections of the Accuplacer Test.

Developmental Literacy Courses:

- WR 60: Rhetoric and Critical Thinking I (the focus is on critical reading skills and the writing process)
- WR 65: Rhetoric and Critical Thinking II (the focus is on reading and writing skills across multiple disciplines)
- WR 95: Basic Writing II (the focus is on additional writing instruction for developmental writing students who need more preparation for WR 121, or for students who have college level reading skills, but need to brush up on sentence level writing skills).

College Composition:

- WR 121: English Composition (text-based academic writing incorporating analytical reading, critical thinking, and research)

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

Writing Placement Guidelines

Reading Comprehension Score	Sentence Skills Score	Course Placement
20-45	20 or higher	Adult Basic Skills
45-65	20-50 51 or higher	Adult Basic Skills WR 60
66-80	20-50 51-65 66 or higher	Adult Basic Skills WR 60 WR 65
81 or higher	20-50 51-65 66-94 95 or higher	Adult Basic Skills WR 60 WR 95 (or WR 65) WR 121

The COCC Humanities Department will do a pilot study this summer allowing some students who would have normally placed into WR 95 to take WR 121. Our initial pilot will be small: Currently, a student must earn a score of 81 or higher on the reading comprehension test, and a 95 or higher on the sentence skills test to place into WR 121. During Summer 2016, we will allow those students taking the Placement Test during summer 2016, for fall registration, who meet the reading comprehension score, but fall short of the sentence skills score, to register for WR 121 if they agree to:

1. meet with one of our writing instructors for an overview of the pilot and to share additional information (such as some of the multiple measures noted earlier: GPA; grade in 12th grade English);
2. be “tracked” so that we can see how successful they are in WR 121.

One key test of this pilot is to determine whether a self-reported high school GPA alone might predict success in WR 121, as some of the research has concluded/ Ultimately, given more data/evidence of the success of placement using multiple measures, as well as state resources for collecting and evaluating multiple measures, we see that as the best option. Our initial pilot is just one step in testing such a move at COCC, using our current limited resources.