



CENTRAL OREGON **REVISED**
 COMMUNITY COLLEGE
 Board of Directors' Meeting – AGENDA
 Wednesday, November 13, 2013 – 6:00 PM
 Christiansen Board Room – Boyle Education Center

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	I. Call to Order			Abernethy
	II. Introduction of Guests			
6:10 pm	III. Agenda Changes			
6:11 pm	IV. Public Hearing and Testimony			
	A. Constant Assessment in a Flipped Chemistry Classroom (Presentation by COCC faculty member Dr. Zelda Ziegler-Associate Professor of Chemistry)			Ziegler ^P
6:30 pm	V. Consent Agenda***			
	A. Minutes			
	1. Regular – October 9, 2013	5.a1	X	Smith
	2. Special – October 23, 2013	5.a2	X	
	B. Personnel			
	1. New Hire Report (October 2013)	5.b1	X	Sorenson ^A
	2. Approval of Contract (Narum)	5.b2	X	Sorenson ^A
	C. Adult High School Diploma Statement of Assurances	5.c	X	Newby ^A
	D. Banking Services Contract Award	5.d	X	Mosier ^A
6:35 pm	VI. Information Items			
	A. Financial Statements	6.a		Bloyer ^A
	B. Construction Projects - Update	6.b		McCoy ^A
7:00 pm	VII. Old Business			
	A. Budget Committee Appointments	7.a	X	Paradis ^A
	1. Budget Committee	7.a1		
7:10 pm	VIII. New Business			
	A. OCCA-Strategic Conversation Memo	8.a		Ricks ^P
	1. 2014 Goals	8.a1		
	B. AV Systems Pkg. for Redmond Tech Center	8.b	X	Cecchini/McCoy ^A
7:35 pm	IX. Board of Directors' Operations			
	A. Board Members Activities			
7:45 pm	X. President's Report			
	A. Updates			
	1. Staff Recognition & Awards			
	2. Cascades Hall – Update			



CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Wednesday, October 9, 2013 – 6:00 PM
Christiansen Board Room-Boyle Education Center

PRESENT: Bruce Abernethy, David Ford, Charley Miller, Vikki Ricks, Laura Craska-Cooper, Joe Krenowicz, Anthony Dorsch, Lonn Johnston, -Board Attorney, Dr. James Middleton-President, Julie Smith- Executive Assistant.

INTRODUCTION OF GUESTS: Andrea Henderson-OCCA Executive Director, Charles Abasa-Nyarko, Matt McCoy, Shirley Metcalf, Kevin Kimball, David Dona, Michael Fisher, Ron Paradis, Jenni Newby, Lisa Bloyer, Jim Weaver, Sally Sorenson, Dan Cecchini, Kathy Smith, Jerry Schulz Barbara Klett, and others.

PUBLIC HEARING AND TESTIMONY:

OCCA Executive Director – Annual Visit

Ms. Andrea Henderson-Executive Director of the OCCA-Oregon Community College Association gave an update of the latest statewide legislative issues. As part of the “Special Session” Oregon’s Legislature passed a series of bills that included an increase in corporate tax rates for 2013 along with other tax changes; increases to various state budgets that includes community colleges/\$15M on top of the \$450M allocated for the current biennium to be allocated next year with the stipulation that community colleges limit tuition and fee increases; PERS update. Ms. Henderson also reported about a tuition proposal being considered – Pay It Forward – a plan for free tuition for Oregon high school graduates at Oregon’s community colleges. She also talked about the role of HECC-Higher Education Coordinating Commission that has an oversight role for community colleges – HECC is a coordinating board – she noted that governance of the individual community college remains with the locally elected boards.

CONSENT AGENDA:

Ms. Laura Craska-Cooper moved to approve the Consent Agenda (Exhibit: 5). Mr. Joe Krenowicz seconded. MCU. Approved. M10/13:1

BE IT RESOLVED that the Board of Directors’ approved the regular meeting Minutes of September 11, 2013 (Exhibit: 5.a1);

BE IT RESOLVED that the Board of Directors’ reviewed and approved the September 2013 New Hire Report (Exhibit: 5.b1);

BE IT RESOLVED that the Board of Directors’ approves the employment contracts for Deborah Gregoire-PT CAP Center Advisor (Exhibit: 5.c1); Laura Hagen, Culinary Instructor; Samuel La Duca-Culinary Instructor; Amanda Layton-Biology Instructor; Shannon Waller-Pharmacy Technician Instructor (Exhibit: 5.c2);

BE IT RESOLVED that the Board of Directors' accepts the bid of Performance Systems Integrated and Services for \$41,332 for Alarm Monitoring and Maintenance Services and direct that a contract be executed (Exhibit: 5.d).

INFORMATION ITEMS:

Financial Statements – (Exhibit: 6.a)

The Board of Directors' were apprised of the August 2013 Financial Statements.

Construction Update – (Exhibit: 6.b)

The Board of Directors' were apprised of the monthly (September 2013) Construction Projects Updates for -

- Information Technology
- Grandview Renovation – Bend Campus
- Ochoco Remodel – Bend Campus
- Residence Hall – Bend Campus
- Technology Education Center – Redmond Campus
- Veterinary Tech Remodel – Redmond Campus.

Enrollment

President Middleton reviewed that current enrollment levels FTE are down 4.8% as of the beginning of the second week of the Fall term – noting that the “official” enrollment is counted at the end of the fourth week

Special Legislative Session (Handout: 6.d)

President Middleton reviewed –

- SB 861 – PERS COLA Reduction
- SB 862 – Reforms Certain PERS Policies
- SB 863 – GMO Crops
- HB 3601 – Tax Bill (raises \$244M million in new revenue)
- HB 5101 – Increases biennial appropriations.

OLD BUSINESS:

2nd Reading – Board Policy GP 12.1 (Exhibit: 7.a)

Mr. Charley Miller moved to approve GP 12.1: Budget Committee – as outlined in section C of Exhibit: 7.a. Mr. David Ford seconded. MCU. Approved. MI0/13:3

2013-14 Budget Committee-Recommendation (Exhibit: 7.a1)

Mr. David Ford moved to approve the Budget Committee Recommendations as presented in (Exhibit: 7.a1). Ms. Vikki Ricks seconded. MCU Approved. MI0/13:4

BOARD OF DIRECTORS' OPERATIONS:

Board Member Activities

- Mr. Dorsch Spoke with Ron Munkres who attended the Presidential Community Input Meeting at the Redmond Campus
- Mr. Miller Presidential Search Meeting - Consultant
Real Estate Committee Meetings
ACCT Conference in Seattle
- Mr. Krenowicz Jefferson County Education Council Mtg.
ACCT Conference in Seattle
Madras Community Forum Mtg. re: Presidential Search
- Mr. Ford Real Estate Committee Meeting
Celebrate Legacy at Elevation Restaurant/COCC Culinary Institute
ACCT Conference in Seattle
Met w/Kelly Sparks re: pending property acquisition
- Ms. Ricks ACCT Conference in Seattle
La Pine Adult Education Committee Mtg.
La Pine Community Forum re: Presidential Search
Distributed Community Ed. Brochures to businesses in La Pine
- Ms. Craska-Cooper Reviewed materials regarding Presidential Committee
Prineville Community Forum re: Presidential Search
- Mr. Abernethy Met w/Ron Paradis re: Presidential Search
Interview for Presidential Search Consultant
COCC Foundation Reception
The Feast at Anthony's Home Port – COCC Foundation
Advisory Committee Mtg. re: Presidential Search
Lunch w/VP Charles Abasa-Nyarko
Community Forum re: Presidential Search

PRESIDENT'S REPORT

COCC Foundation – Annual Fundraiser Event @ Anthony's Homeport/Old Mill
President Middleton reported the annual event was a big success raising \$25K for Culinary Scholarships

Thank You

President Middleton thanked members Vikki Ricks, Joe Krenowicz , Charley Miller and David Ford for attending the ACCT Conference in Seattle

Nursing Accreditation Notification

President Middleton reviewed that COCC has received official notification of Nursing Accreditation – he reviewed the Commendations and Recommendations.

ADJOURN 8:40 PM

APPROVED;

ATTEST TO;

Mr. Bruce Abernethy, Board Chair

Dr. James E. Middleton, President



CENTRAL OREGON COMMUNITY COLLEGE
'SPECIAL' Board of Directors' Meeting
MINUTES
October 23, 2013 @ 9:00 AM
Christiansen Board Room, Boyle Ed. Center

Call to Order

PRESENT: Bruce Abernethy, David Ford, Charley Miller, Tony Dorsch, Laura Craska-Cooper, Vikki Ricks, Joe Krenowicz, Lonn Johnston-Attorney, Dr. Jim Middleton-President, Julie Smith-Executive Assistant

INTRODUCTION OF GUESTS: Rick Hayes, Tony Church-Lease Crutcher Lewis, Kurt Haapala-Mahlum Architects, Mark Rossi-Pinnacle Architects, Charles Abasa, Jenni Newby, Kevin Kimball, Alicia Moore, Kathy Smith, Paul Wheeler, Ann Marie Hamlin, Gordon Price, Ron Paradis, Michael Fisher, Tyler Leeds-The Bulletin.

OLD BUSINESS:

Student Housing (Exhibit: 4.a – Handout: 4.a1)

President Middleton reviewed that the Board and Staff have had significant and continuing discussion of the advantages and challenges of a Student Housing initiative.

The Board has approved a construction manager/general contractor (CMGC) strategy.

Kurt Haapala, Peter Baer and Tony Church of Mahlum/ Pinnacle Architecture, Inc. and Lease Crutcher Lewis - gave a PowerPoint presentation reviewing the projects Vision-Proposed Design and Next Steps.

Ms. Vikki Ricks moved to approve the Presidential recommendation to authorize \$130,000 for Phase One (25%) completion of Construction Documents and a formal GMP to be presented to the Board at the January 2014 Board meeting. Mr. David Ford seconded.

Call for the Vote:

YES Abernethy, Ricks, Craska-Cooper, Miller, Krenowicz, Ford

No Dorsch

MC. Approved. M10/13:1

NEW BUSINESS:

Presidential Recruitment Criteria (Exhibits: 5.a & 5.a1)

Mr. Bruce Abernethy-Chair, reviewed the Presidential Recruitment Profile and Ideal Characteristics document. Board discussion included points of clarification and minor edits to the documents.

Mr. Joe Krenowicz moved to approve the Presidential Profile (5.a) and Characteristics (5.a1) with Edit changes. Ms. Laura Craska-Cooper seconded. MCU. Approved. M10/13:2

ADJOURN: 10:35 AM

APPROVED;

ATTEST TO;

Mr. Bruce Abernethy, Board Chair

Dr. James E. Middleton, President

Central Oregon Community College
Board of Directors
NEW HIRE REPORT – October 2013

Name	Date Hired	Location	Job Title
Part-Time Faculty			
Brown, David	10/1/2013	Bend	Part-Time Faculty
Brown, Martin	10/1/2013	Bend	Part-Time Faculty
Denney, Trish	10/15/2013	Bend	Part-Time Faculty
Geddes, Scott	10/1/2013	Bend	Part-Time Faculty
Marino, Lori	10/1/2013	Bend	Part-Time Faculty
Mattox, Kathleen	10/1/2013	Bend	Part-Time Faculty
Murdoch, Scott	10/1/2013	Bend	Part-Time Faculty
Rugg, Julie	10/1/2013	Bend	Part-Time Faculty
Schneider, Alisa	10/7/2013	Bend	Part-Time Faculty
Temporary Hourly			
Blackman, Elena	10/15/2013	Bend	Math Lab Attendant
Bryson, Amanda	10/2/2013	Bend	Biology & A&P Tutor
Coffey, Benjamin	10/21/2013	Bend	Math Tutor
Ehrich, Nathan	10/12/2013	Bend	Lab Assistant
Elliott, Travis	10/2/2013	Bend	Campus Center Bldg. Assistance
Emroe, Derik	10/14/2013	Bend	Campus Center Building Assist
Gamboa, Sofia	10/25/2013	Bend	
Hernandez, Rebekah	10/2/2013	Bend	Microbiology Tutor
Jen, Grace	10/4/2013	Bend	Mazama Supervisor
Paulson, Emily	10/4/2013	Bend	Student Workers
Walter, Heidi	10/2/2013	Bend	
Temporary Salary Payment			
Ford, Ann	10/2/2013	Bend	

Central Oregon Community College
Board of Directors

RESOLUTION

Prepared by: Sally A. Sorenson-Director of Human Resources

A. Action Under Consideration

Approve administrative employment contract for **JANET NARUM**, as a Director of Corrections Education, Deer Ridge Correctional Institution.

B. Discussion/History

The employment contract for JANET NARUM is for an administrative position. This position was filled through a National College search. JANET NARUM will officially begin work on November 15, 2013.

C. Options/Analysis

Approve the employment contracts for JANET NARUM.
Decline approval of the employment contracts for JANET NARUM.

D. Timing

The Director of Corrections Education, Deer Ridge Correctional Institution position for JANET NARUM is for a 12-month employment contract. For the current fiscal year, the initial employment contract period will be from hire date through June 30, 2014. As with all other exempt employees, a new contract will be prepared for the next fiscal year that begins July 1.

E. Recommendation

Be it resolved that the Board of Directors of Central Oregon Community College hereby approves the employment contract for JANET NARUM.

F. Budget Impact

The salary conforms to the salary schedule approved by the Board.

G. Miscellaneous

Janet currently has her Bachelor's Degree in English and has completed 21 credits towards her Masters in Administration of Justice and Security. She is now working for the Oregon Department of Corrections, in Salem, and served as the Director of Prison Education Programs at Blue Mountain Community College.

Central Oregon Community College

Adult High School Diploma

2013-14 Program Plan

INTRODUCTION: After analysis of COCC's Adult High School Diploma program enrollment and completion data for the past three years, the COCC Board of Directors has decided to discontinue the program. The last day of the program will be June 30, 2014. As a result, 2013-14 will be a "teach out" of currently delivered online adult high school courses which are available to students to meet the AHSD requirements. Most AHSD students take a combination of COCC online adult high school courses and college credit courses to meet the requirements.

A. Statement of Assurances (Appendix A) will be submitted after the finalized plan has been approved by the COCC Board of Directors in November 2013.

B. Forward

1. Central Oregon Community College's Mission

Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.

COCC Core Themes

- **Transfer & Articulation:** Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.
- **Workforce Development:** Students will be prepared for employment through the acquisition of knowledge, discipline-specific and employability skills necessary to meet current industry needs.
- **Basic Skills:** Students will have academic achievements and basic learning skills necessary to participate effectively as engaged community members and family members, and employees and to succeed at the college level.
- **Lifelong Learning:** Lifelong Learning provides accessible, noncredit learning opportunities to our community in the areas of Enrichment, Professional Development, Technology, and Wellness
- **Institutional Sustainability:** Students will have the opportunity to be successful because the College provides programs, services and facilities that support student learning and educational achievement.

2. COCC's Adult High School Program Mission and Objectives

The Adult High School Diploma program is designed for students to obtain a COCC Adult High School Diploma in order to succeed in higher education, training, work, and life.

Adult High School Diploma students will:

1. Read and write to effectively communicate in a variety of contexts and subject areas.
 2. Think critically to solve problems, to analyze information and resources, and to select appropriate strategies to apply knowledge.
 3. Use technology effectively as a tool for communication, problem solving, and information processing.
 4. Make informed education- and career-related decisions.
3. The Adult High School Diploma program aligns with COCC's mission by providing access to Central Oregon's only local option for instruction toward a high school diploma for adults. The program falls under COCC's Core Theme: Basic Skills with the diploma as an academic achievement necessary for students to succeed at the college level.
4. The Director of Secondary Programs administers COCC's Adult High School Diploma program through the Adult Basic Skills department.

C. Admissions

1. Because the Adult High School Diploma program is currently administered through Adult Basic Skills and diploma students are counted toward Title II outcomes, students in the program must be at least 18 years old. Students may be 16 or 17 years old with an Exemption from Compulsory Attendance from their local school district.
(NOTE: The minimum age requirement could change for 2014-15 if the diploma program is removed from Title II reporting.)
2. Potential students 16 or 17 years of age who have not earned a standard high school diploma must have an Exemption from Compulsory Education Form from a local school district before they can enroll in the program. Intent to Enroll forms are available at all COCC campuses for potential students to take to their local high schools to obtain the necessary Exemption form.
3. Every potential AHSD student must request a transcript from the last high school he/she attended to be sent to the Adult Basic Skills office. Transcripts may be faxed, sent as PDF email attachments, or sent through the mail. AHSD staff will use the year the student entered Grade 9 from the transcript as the student's Grade 9 cohort year to track the diploma requirements applied to that year. Staff will refer to the Oregon Department of Education's "Graduation Requirements Determined by Grade 9 Cohort Year" at <http://www.ode.state.or.us/wma/teachlearn/diploma/grad-requirements-by-grade-9-cohort.pdf>.

If a homeschooled student or another student without a prior high school transcript wants to enroll in the program, he/she could submit documentation of any coursework completed to date. Based on that documentation, AHSD staff may be able to set a Grade 9 cohort year for tracking purposes. If no documentation exists, the Grade 9 cohort year will be the year in which the student first enrolls in the AHSD program.

4. AHSD intake process includes review of student COCC placement test scores. If a student does not have valid COCC placement test scores within the last two years, AHSD staff may use CASAS Reading to determine ability to benefit in the program. CASAS score of 236 or higher is required to register for an Adult High School course. The student must take or retake placement test scores within the first term of enrollment and scores must meet minimums outlined in the chart below.

Assessment	Reading	Writing	Math
Accuplacer	66	Sentence Skills: 51	75
CASAS	236		

5. Potential AHSD students must submit transcripts from the last high school or adult high school program attended. AHSD staff evaluate the high school transcript against COCC's AHSD requirements. Staff develop Access-based AHSD Permanent Records for every transcript evaluation completed.

In evaluating students' previous high school transcripts, all A, B, C, D, or P grades will be accepted as passing. Grades of F, NP, W, or Incomplete will not be accepted.

College credit transcripts may also be submitted for evaluation of Dual Credit. Only grades of A, B, C, or P will be accepted as passing for college credit courses. Grades of D, F, NP, W, or Incomplete will not be accepted. AHSD staff will use the following criteria to determine the number of high school credits earned for college credit courses.

College Credits Awarded Per Course	High School Credit Equivalent
1-2	.25
3-4	.5
5-6	1.0

Credit will not be awarded for CLEP, proficiency, homeschool coursework or non-accredited programs at this time.

COCC does not have other program-specific admissions requirements.

D. Student Orientation and Advising

1. Orientation

Orientation to the AHSD program is conducted in a series of phone calls and face-to-face meetings between AHSD staff and individual potential students. Orientation sessions are scheduled as needed on an individual basis and are appropriate to the specific individual. All Orientation records are kept in the student's file in a locked cabinet in the ABS/Adult High School office.

Orientation content includes the following.

- The initial session may be via phone or face-to-face. This session occurs after the potential student's transcript has been evaluated. It includes a very brief explanation of transcript evaluation results, a discussion of student goals, an explanation of AHSD program outcomes and expectations, and an overview of instructional program options. Once AHSD staff has a better idea of the student's goals, they offer options including AHSD, credit recovery toward student's home high school diploma, and GED prep classes. The session ends with a discussion of next steps.
- If a potential student decides he or she wants to enroll in the program, the second session is a two-hour face-to-face meeting where AHSD staff explain transcript evaluation results in detail and assess the person's basic reading skills using either COCC placement test scores or CASAS Reading (score must be 236 or higher). This session also includes a review of the Adult High School Student Guide for the policies and processes around grading, student expectations, student support services, and transition information. If the person decides to move forward, he or she signs the Student Agreement based on AHSD policies and guidelines. The staff member and potential student review Adult High School online courses and credit class options to complete the required coursework and from this, develop a course plan. The staff member also discusses the Essential Skills and Career-Related Learning diploma requirements.
- The following session can be either in person or via phone or email. This occurs after the student registers for Adult High School courses. During this session, the student learns how to access his/her COCC email and Blackboard accounts and reviews the requirements and timelines for the specific courses in which he/she is registered.

Orientation evaluation is ongoing. New or revised content is identified with changes to policies or procedures or as evaluation reveals areas for improvement.

2. Academic Advising

The current model for the AHSD program includes two different areas for academic advising. Advising around AHSD completion occurs with AHSD staff. This advising includes career goal setting, transition options, and student support services. Career goal setting often leads to exploration of transition options, including dual enrollment in lower-division transfer and CTE credit courses. Students are encouraged to apply to COCC and take the placement test if they have not already done so in preparation for transition to credit programs. The face-to-face AHSD advising also includes an introduction to COCC student support services, including personal counseling, Career Services, student email, and transportation information. Partner services, including WorkSource referrals and NCRC testing, are covered either in initial sessions or as students move toward completion.

The second area of advising occurs with Careers, Advising, and Personal Counseling (CAP) Center academic advisors when students develop their credit certificate and degree program plans. Academic advising usually moves to credit faculty after a student's first term in a credit program. AHSD staff works closely with CAP Center advisors and credit faculty advisors when AHSD students are dually enrolled in AHSD and credit programs. AHSD students meet with all of the appropriate advisors at least

once per term to be sure they are on track toward completion of their diploma requirements and their credit program requirements.

E. Student Records—Data Collection and Reporting

1. COCC has established policies and procedures for maintaining student records. In addition, Title II has its own requirements. AHSD program requirements for student records are as follows.
 - An AHSD student record is established when the potential student submits a high school transcript for evaluation. The transcript triggers the creation of a working student folder to be housed in a locked filing cabinet in the AHSD staff office, and the first documents to be included are the high school transcript and a paper copy of the AHSD transcript evaluation. The transcript evaluation itself is a record in an Access database located in the N-drive (backed up continually) available to only three staff members. Once a student pays for the transcript evaluation, a student record is created in Banner, COCC's student management system. Any payment also triggers the creation of a paper file in the Adult Basic Skills office in a locked file cabinet where all registration and TOPS information forms and copies of charges and payments are located.
 - Once an AHSD working paper file is established, all documents are maintained in the folder until the student earns his/her diploma, gives notification of leaving the program, or disappears and does not return to the program by the end of the academic year. At that time, all transcripts and transcript evaluation forms are removed from the working folder and placed in permanent folders as either program completed or not completed. The Access-based transcript evaluations remain in the N-drive folder for as long as the database is viable. The Banner student record remains in the system for as long as the database exists. Student records are never removed from Banner. The official registration folder remains in the ABS office for three years after the last date of registration. At the end of three years, all of the paper records (registration and TOPS information) are boxed and stored for an additional two years in the locked vault in the ABS office area. Electronic TOPS electronic records are stored for 10 years.
 - All paper files are stored in locked file cabinets in locked offices. The Access database that stores transcript evaluations is controlled by security settings where only three COCC ABS employees have access to it. Banner is a password-protected student management system with permissions assigned to COCC employees on an as-needed basis.
2. Current student data is maintained as described above. To maintain current electronic records as well as paper records, any changes to student information are recorded in Banner as well as on paper forms. Student information is reviewed in Banner with every new course registration. Attendance for Title II reporting in online high school courses is measured according to completion of course activities and recorded on Student Record Sheets for each course. All assessment scores for each course activity are recorded on the Student Record Sheet as well. When a student successfully completes a course, the grade is recorded in Banner and the course is added to the student's electronic transcript.

3. All COCC student enrollment and grades are recorded in Banner. When students are awarded a COCC Adult High School Diploma, their completion is entered into the appropriate field in Banner. OCCURS data is pulled from the Banner system. For TOPSpro reporting, AHSD staff maintains attendance records based on course activity completion. At the end of each term, AHSD staff compiles attendance for each student into a report of total instructional hours per term. That report is submitted to the TOPS Specialist and instructional hours are added for each AHSD student into TOPSpro. All pre- and post-CASAS tests are also entered into TOPSpro for AHSD students. AHSD student records are uploaded quarterly to meet Title II reporting requirements.

F. Services for Students with Disabilities

As part of AHSD program orientation, all potential students are informed of services available and contact information for COCC's Services for Students with Disabilities office. The coordinator of that office works with students—including AHSD students—who request assistance. The coordinator works with AHSD program staff to best provide alternative learning opportunities and/or accommodations for students with disabilities.

G. Student Assessment and Completion Criteria

1. Assessment of progress toward completion of required Adult High School online courses is measured through a variety of learning activities as appropriate to meeting course outcomes. Specific formative and summative course assessments are included in the course outcome guides submitted with this plan. In general, formative assessments include quizzes, writing assignments, and chapter tests. Summative assessments include final exams, final projects, research projects, and final papers.
2. See Appendix B for assessment policy, tools, and timeline for meeting Essential Skills requirements. Documentation of the requirements is recorded on the official AHSD transcript.
3. On the official AHSD transcript, COCC records only grades of A, B, C, or P for online Adult High School courses and college credit courses.
4. Students must pass each learning activity in an online Adult High School with a minimum of 80%. Students are allowed to revise assignments and retake tests until they earn a passing score. Students must earn a minimum of a grade of C to pass the course. Every AHSD student must pass the online Group Dynamics Adult High School course to complete the personalized learning diploma requirements.

H. Course Offerings

1. See Appendix C for list of all AHSD-level courses and community college credit courses typically used to meet state graduation requirements.
2. Course outlines for all online Adult High School courses and relevant college credit courses are submitted with this plan.
3. See Appendix D for alignment of AHSD online courses and college credit courses typically used to meet state graduation requirements to Oregon Content Standards.
4. Currently, credit values for online Adult High School courses are determined based on the percentage of content standards met by the course learning activities. If course activities meet 100% of the content standards in a content area, the high school course is worth 1.0 credit. If they meet 50-99% of the standards, the course is worth .5 credit. College credit courses were selected to meet AHSD requirements based on evaluations of course outcomes to Oregon content standards. Credit values for college credit classes are based on the following general guidelines.

College Credits Awarded Per Course	High School Credit Equivalent
1-2	.25
3-4	.5
5-6	1.0

I. Personalized Learning

All of the personalized learning requirements are currently met through activities in the Group Dynamics Adult High School course, and the course is required for graduation. See Appendix E for details.

J. Awarding AHSD Credit

1. COCC's Adult High School courses are delivered online via Blackboard. The Adult Basic Skills program has an approved Distance Learning Application on file for 2013-14 (also attached to this Plan) that outlines how credits are awarded for each course. Currently, elective Adult High School credits are awarded in half-credit increments. Every elective course on file must meet at least three content standards over the discipline areas. Many COCC college credit courses can be transcribed as AHSD electives as well. The courses must be academic in nature and have outcomes that can be aligned to high school content standards. Please refer to the Credit Equivalent chart in Section H for details.
2. COCC's AHSD does not currently award credit for proficiency.

K. Minimum Credit Requirements

COCC's AHSD minimum credit requirement aligns with the state minimum of one AHSD academic credit while enrolled in the program.

L. Other Requirements

The program has no other additional requirements.

M. Recognition of Student Achievement

1. AHSD staff work closely with students in the program and provide support and encouragement as students progress toward their diploma completions. The awarding of the diploma is done in a variety of ways based on individual student preferences. Currently, most students choose a private awarding of the diploma or ask to have it mailed to them.
2. COCC's AHSD model encourages students to begin taking college credit classes while they are completing their diploma requirements. Intake advising includes an evaluation of courses needed to meet high school requirements and courses needed to meet credit program requirements. Currently, tuition waivers are not available to AHSD students.

Central Oregon Community College
RESOLUTION

Prepared by: Julie Mosier-Purchasing Coordinator

A. Action Under Consideration

Authorize President Middleton or his designee to sign contract #1434-13 Banking Services with US Bank.

B. Discussion/History

A Request for Proposal was issued and three responsive bids were received: Washington Federal, Bank of The Cascades and US Bank. After careful review, the evaluation committee scored US Bank as the highest-ranking Proposer. US Bank is currently the College's Banking Services vendor.

C. Options/Analysis

- 1) Accept the proposal and authorize President Middleton or his designee to sign contract #1434-13 Banking Services with US Bank.
- 2) Not accept the proposal from US Bank and go out for a new solicitation.

D. Timing

Approval at this time will enable the College to have a contract in place by the time the current contract terminates.

E. Recommendation

Be it resolved that the Board of Directors do hereby Authorize President Middleton or his designee to sign contract #1434-13 Banking Services with US Bank.

F. Budget Impact

Funds for the Banking Services fees are budgeted in the General Fund.

Central Oregon Community College
Monthly Budget Status
Highlights of September 2013 Financial Statements

Cash and Investments

The Colleges' operating cash balances currently total \$24.4 million. The September average yield for the Local Government Investment Pool remains unchanged at .54 percent.

The bond proceeds held in cash and investments total \$5.3 million as of the end of September.

General Fund Revenues

Tuition and fee revenues represent fall term enrollment as of the end of September, a \$629,000 increase over the prior month. All transfers-in have been posted for the year including \$300,000 from the PERS reserve account.

General Fund Expenses

The expenses include the scheduled annual inter-fund transfers for the fiscal year.

Budget Compliance

All appropriation categories are within budget.

Central Oregon Community College

Cash and Investments Report

As of September 30, 2013

College Portfolio	<u>Operating Funds</u>	<u>Bond Funds</u>	<u>Trust/Other Funds</u>
Cash in State Investment Pool			
Pool account 4089	\$22,498,646		
Pool account 5482			\$491,917
Pool account 3624			\$373,107
Pool account 3816		\$5,209,879	
Pool account 3844		\$100,502	
September Average Yield .54%			
Cash in USNB	\$1,914,288		
Cash in USNB - Bond Funds			
Cash on Hand	\$4,300		
Total Cash	<u>\$24,417,234</u>	<u>\$5,310,381</u>	<u>\$865,024</u>

Central Oregon Community College
Monthly Budget Status
September 2013

Exhibit 6a
13-Nov-13

<u>General Fund</u>	<u>Adjusted 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	\$ 11,895,000	\$ -	\$ (11,895,000)	0.0%	0.0%
Prior Taxes	790,000	220,767	(569,233)	28.0%	39.7%
Tuition and fees	19,723,000	6,806,657	(12,916,343)	34.5%	33.9%
State Aid	6,291,000	1,768,804	(4,522,196)	28.1%	25.0%
Interest & Misc. Income	75,000	73,980	(1,020)	98.6%	3.0%
Transfer-In	1,745,000	1,745,000	-	100.0%	100.0%
Total Revenues	\$ 40,519,000	\$ 10,615,208	\$ (29,903,792)		
Expenses by Function					
Instruction	\$ 18,752,536	\$ 2,254,865	\$ 16,497,671	12.0%	12.3%
Academic Support	2,949,282	590,191	2,359,091	20.0%	20.0%
Student Services	4,602,112	950,712	3,651,400	20.7%	21.1%
College Support	4,833,106	1,214,072	3,619,034	25.1%	24.2%
Plant Operations and Maintenance	4,302,983	868,327	3,434,656	20.2%	18.8%
Information Technology	3,548,862	1,015,914	2,532,948	28.6%	29.8%
Financial Aid	52,897	6,191	46,706	11.7%	32.6%
Contingency	800,000	-	800,000	0.0%	0.0%
Transfers Out	2,674,060	2,656,741	17,320	99.4%	100.0%
Total Expenses	\$ 42,515,838	\$ 9,557,012	\$ 32,958,826		
Revenues Over/(Under) Expenses	\$ (1,996,838)	\$ 1,058,196	\$ 3,055,034		

Central Oregon Community College
Monthly Budget Status
September 2013

Exhibit 6a
13-Nov-13

	<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>Other funds:</u>					
Debt Service Fund					
Revenues	\$ 4,372,766	\$ 1,070,380	\$ (3,302,386)	24.5%	24.9%
Expenses	4,488,590	542,511	3,946,079	12.1%	12.1%
Revenues Over/(Under) Expenses	\$ (115,824)	\$ 527,869	\$ 643,693		
Grants and Contracts Fund					
Revenues	\$ 1,917,602	\$ 162,790	\$ (1,754,812)	8.5%	6.7%
Expenses	2,029,866	291,189	1,738,677	14.4%	14.7%
Revenues Over/(Under) Expenses	\$ (112,264)	\$ (128,400)	\$ (16,136)		
Capital Projects Fund					
Revenues	\$ 30,498,168	\$ 1,852,449	\$ (28,645,719)	6.1%	26.5%
Expenses	27,998,138	2,932,474	25,065,664	10.5%	7.2%
Revenues Over/(Under) Expenses	\$ 2,500,030	\$ (1,080,025)	\$ (3,580,055)		
Enterprise Fund					
Revenues	\$ 7,201,733	\$ 1,259,654	\$ (5,942,079)	17.5%	22.3%
Expenses	7,744,533	1,733,078	6,011,455	22.4%	25.7%
Revenues Over/(Under) Expenses	\$ (542,800)	\$ (473,424)	\$ 69,376		
Auxiliary Fund					
Revenues	\$ 9,997,435	\$ 4,741,538	\$ (5,255,897)	47.4%	54.3%
Expenses	10,397,527	3,941,494	6,456,033	37.9%	44.1%
Revenues Over/(Under) Expenses	\$ (400,092)	\$ 800,044	\$ 1,200,136		
Reserve Fund					
Revenues	\$ 11,740	\$ -	\$ (11,740)	0.0%	0.0%
Expenses	480,000	323,673	156,327	67.4%	69.7%
Revenues Over/(Under) Expenses	\$ (468,260)	\$ (323,673)	\$ 144,587		
Financial Aid Fund					
Revenues	\$ 22,672,398	\$ 2,552,796	\$ (20,119,602)	11.3%	12.4%
Expenses	22,697,785	1,861,166	20,836,619	8.2%	9.8%
Revenues Over/(Under) Expenses	\$ (25,387)	\$ 691,630	\$ 717,017		
Internal Service Fund					
Revenues	\$ 389,095	\$ 65,362	\$ (323,733)	16.8%	9.2%
Expenses	410,070	75,914	334,156	18.5%	41.6%
Revenues Over/(Under) Expenses	\$ (20,975)	\$ (10,552)	\$ 10,423		
Trust and Agency Fund					
Revenues	\$ 1,900	\$ 477	\$ (1,423)	25.1%	28.6%
Expenses	3,000	-	3,000	0.0%	0.0%
Revenues Over/(Under) Expenses	\$ (1,100)	\$ 477	\$ 1,577		

Information Technology Update – October 2013

Current Projects

The **Redmond Technology Education Center** will be a new 34,000 square foot, two-story building on our Redmond Campus and will house 9 classrooms, 3 computer labs, 4 skills labs and several conference rooms with an estimate completion for Summer of 2014. Design for the **Audio-Visual Installation** within the **Redmond Technology Education Center** is complete and went out for bid October 5, 2013. Bids for this project are due November 5, 2013. **Ochoco** remodel design discussions and AV work related to the repurposing of **Mazama 205 & 207** are ongoing.

Schedule Status

The **Redmond Technology Education Center**, **Mazama 205 & 207**, and **Ochoco** remodel are on schedule at this time.

Activity in October

Approximately 85% of all low-voltage infrastructure has been installed on the first and second floors of the South wing and approximately 40% of the core of the **Redmond Technology Education Center**. We have also finalized **A/V design** for the **Redmond Technology Education Center** and sent this project out for bid in October 5th. A pre-construction meeting for all AV Contractors was held in Redmond on October 15th with 100% attendance. The **Mazama** remodel continues and should be ready in time for classes this Winter. The **Ochoco** remodel is still in the very early stages of design and looks promising.

Information Technology Update – October 2013

Photos – Redmond Technology Education Center



Floorbox Installations – CEED 222 & 223, 2nd floor



Technology – October Update

Information Technology Update – October 2013

LCD Display Panel Framing – Classroom 209, 2nd floor

Photo – Redmond Technology Education Center



Interior Framing and Conduit Installation – South wing, Redmond Technology Center

Upcoming Activities – November

Bid responses for the **Redmond Technology Education Center A/V systems installation** at the **Redmond Technology Education Center** are due back November 5th. We anticipate making an aware shortly thereafter. Design discussions for the **Ochoco** remodel will this month. Work will also continue on the **Mazama** remodel, including installation of new sounds systems, dual projection screens and teaching lecterns.

Information Technology Update – October 2013

COCC Construction PM - Rich Brecke, 541-330-4375, email: rhayes@cocc.edu

COCC Construction PM - Rick Hayes, 541-330-4391, email: rhayes@cocc.edu

COCC IT Project Manager - Darren McCrea, 541-383-7741, email: dmccrea@cocc.edu

General Contractor, Grandview Remodel

Sunwest Builders, Inc.
2642 SW 4th Street
Redmond, OR 97756
541-548-7341

General Contractor, Redmond Technology Education Center

Kirby Nagelhout Construction Company
20635 NE Brinson Blvd
Bend, OR 97701
541-389-7119

Grandview Renovation Project

October 2013 Status Report

Scope

Renovate Grandview to consolidate the Math Department to one location. Provide SMART math lab space using mobile laptop carts allowing conversion of South Sisters to a SMART math lab.

Budget Status

Total project budget is not to exceed \$1,313,577. See budget summary for current expenditures status.

Change Order Activity

None.

Schedule Status

Completed and occupied.

Activity in October

Complete minor punchlist items.

Enjoy the building aka begin the warranty process.

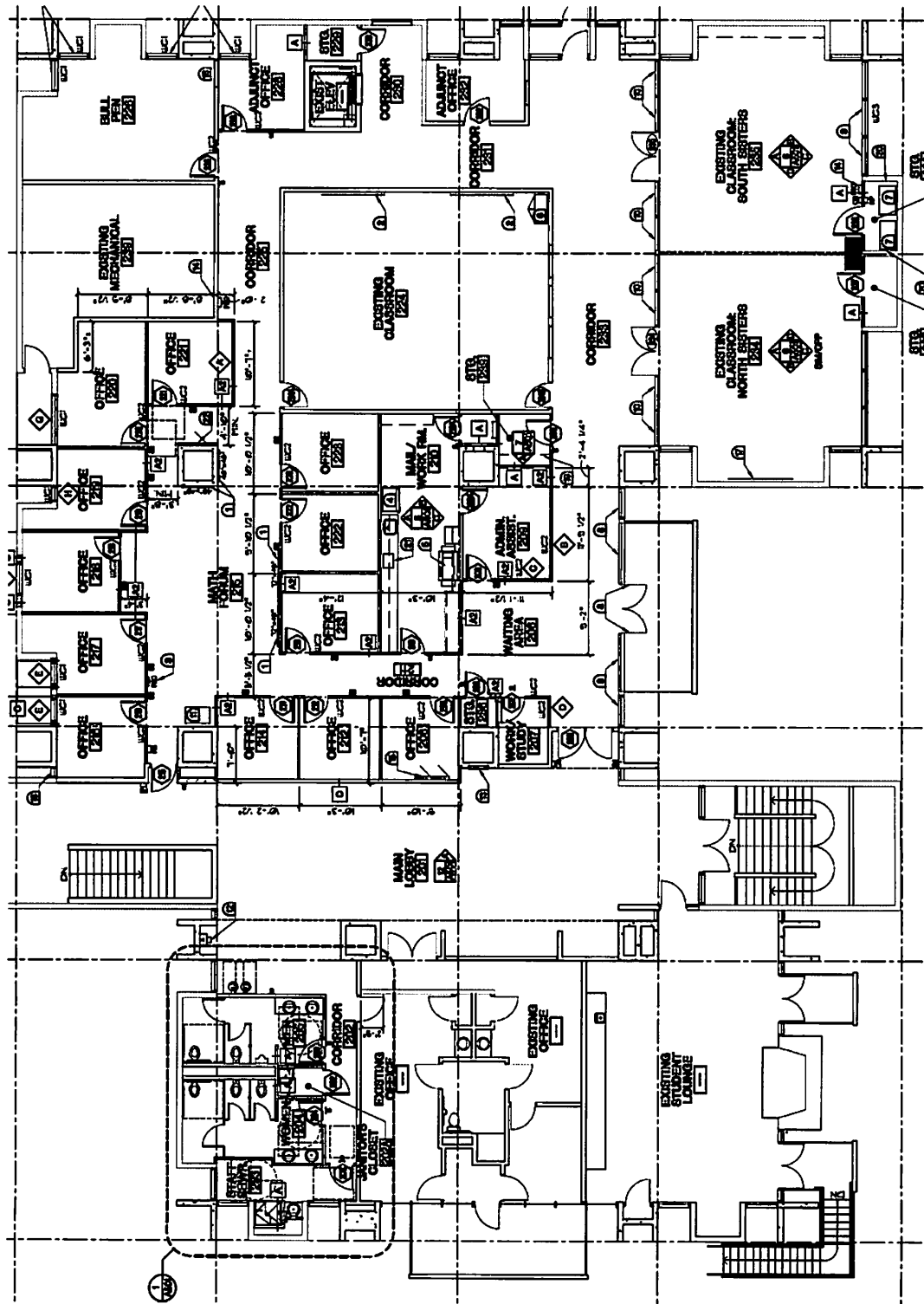
Activity planned for October

Receive O&M's and as-builts.

Schedule removal/replacement of floor tiles that are not adhering well. Work scheduled for November.

Grandview Renovation Project October 2013 Status Report

FLOOR PLAN



Grandview Renovation Project

October 2013 Status Report

Project Participants

COCC Administration

Matt McCoy	Vice President for Administration	mmccoy@cocc.edu
Jennifer Newby	Instructional Dean - Math	jnewby@cocc.edu
Michael Fisher	Instructional Dean – Business	mfisher@cocc.edu
Doug Nelson/	Math Department Chair	dnelson@cocc.edu
Charlie Naffziger	Math Department Chair	cnaffziger@cocc.edu
Jim Ellis	Business Department Chair	jellis@cocc.edu
Rick Hayes	Construction Project Manager	rhayes@cocc.edu
Darren McCrea	Construction IT Manager	dmccrea@cocc.edu
Julie Mosier	Purchasing Coordinator	jmosier@cocc.edu

Design Consultant

Steele Associates Architects
760 NW York Drive, Suite 200
Bend, OR 97701
Jeff Wellman, Project Architect
Steve Olson, Project Architect
541-382-9867
jwellman@steele-arch.com
solson@steel-arch.com

General Contractor

Sunwest Builders, Inc.
2642 SW 4th St.
Redmond, OR 97756
Adam Bowles, Project Manager
Jeff Bilyeu, Project Superintendent
541-548-7341
AdamB@sunwestbuilders.com
jbilyeu@sunwestbuilders.com

Ochoco Remodel – October 2013 Update

Scope

The remodeled Ochoco building will house both the Humanities and World Languages and Cultures departments. The primary focus will be on providing new office spaces to gather the departments into one area of the building. Both departments are currently widely dispersed across campus. Secondary goals for the project include improvements to the current classrooms and possible lab space for the departments. Secondary goals are dependent on how far the budget will stretch.

Budget Status

The current total project budget is \$1,778,000. Projected construction costs are \$1,066,000.

Change Order Activity

N/A.

Schedule Status

The schedule will depend heavily on what the overall scope ends up being. Primary goals stated so far are:

- 1) Any work in classrooms must be complete by Fall 2014.
- 2) Other improvements including office opening shall be complete no later than December 1, 2014.
The project team will make a Fall 2014 opening a goal provided the scope and phasing allows for it.

Recent Activity

The Architect developed 3 concepts that address the program needs. Option A and B are two different approaches to provide both the primary and secondary needs of the programs. Option C addresses the basic need of providing offices to all staff and faculty in the departments. These concepts are attached, rough order costs for each option are included for each option.

Activity Next Month

Schematic Design will start and likely complete.

Ochoco Remodel – October 2013 Update

Project Participants

COCC Stakeholder Group

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

Design Team

Mark Rossi	-	Pinnacle Architecture
Mindy Lyman	-	Pinnacle Architecture
Peter Baer	-	Pinnacle Architecture

Contractor Group

TBD



ACCESSIBILITY RECOMMENDED SCOPE OF WORK (IN ORDER OF IMPORTANCE)
 1. NEW ELEVATOR
 2. RE-WORK PAVING AT PARKING STALLS TO BE 2% SLOPES
 3. RE-WORK ALL BATHROOMS
 4. RE-WORK ENTRY CONCRETE
 5. RE-WORK MAIN STAIR (IF RISERS MEASURED)

11 OCTOBER 2013

1 EXISTING SITE PLAN
1" = 20'-0"



EXISTING PLANS

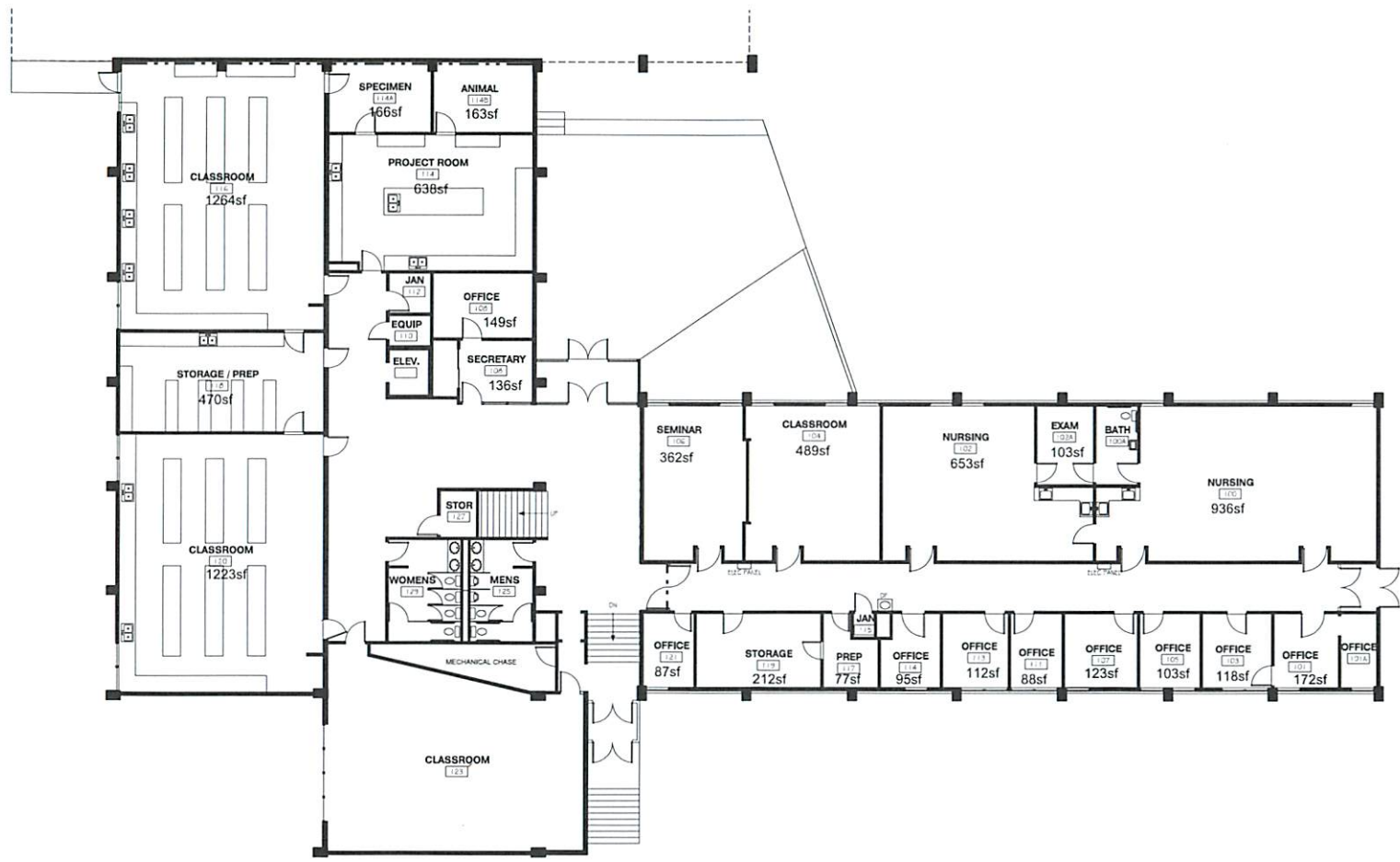
RELATIONSHIPS YOU CAN BUILD ON



Ochoco Remodel
Bend, Oregon

0

11 OCTOBER 2013

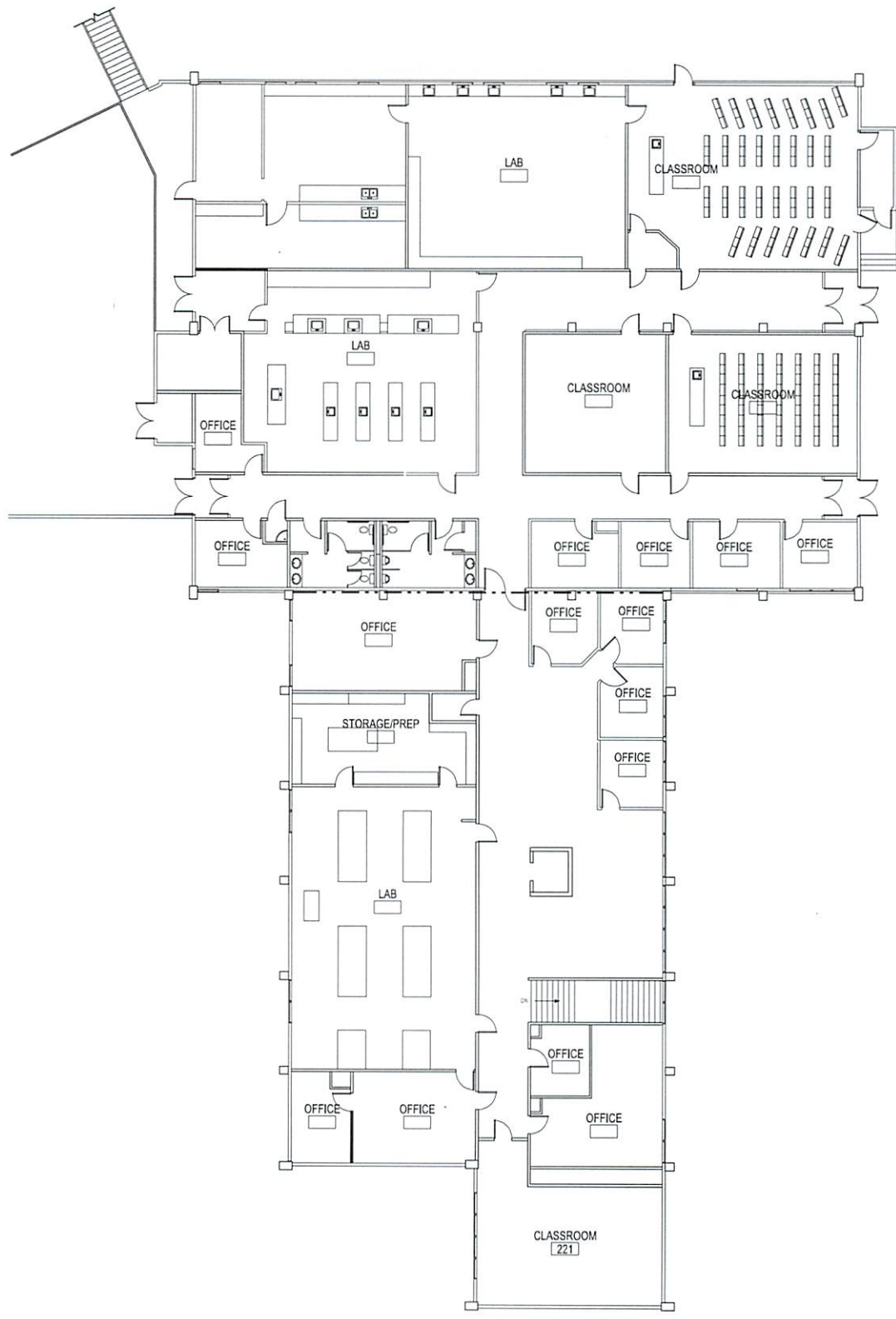


1 EXISTING 1ST LEVEL PLAN
11/13/13



RELATIONSHIPS YOU CAN BUILD ON



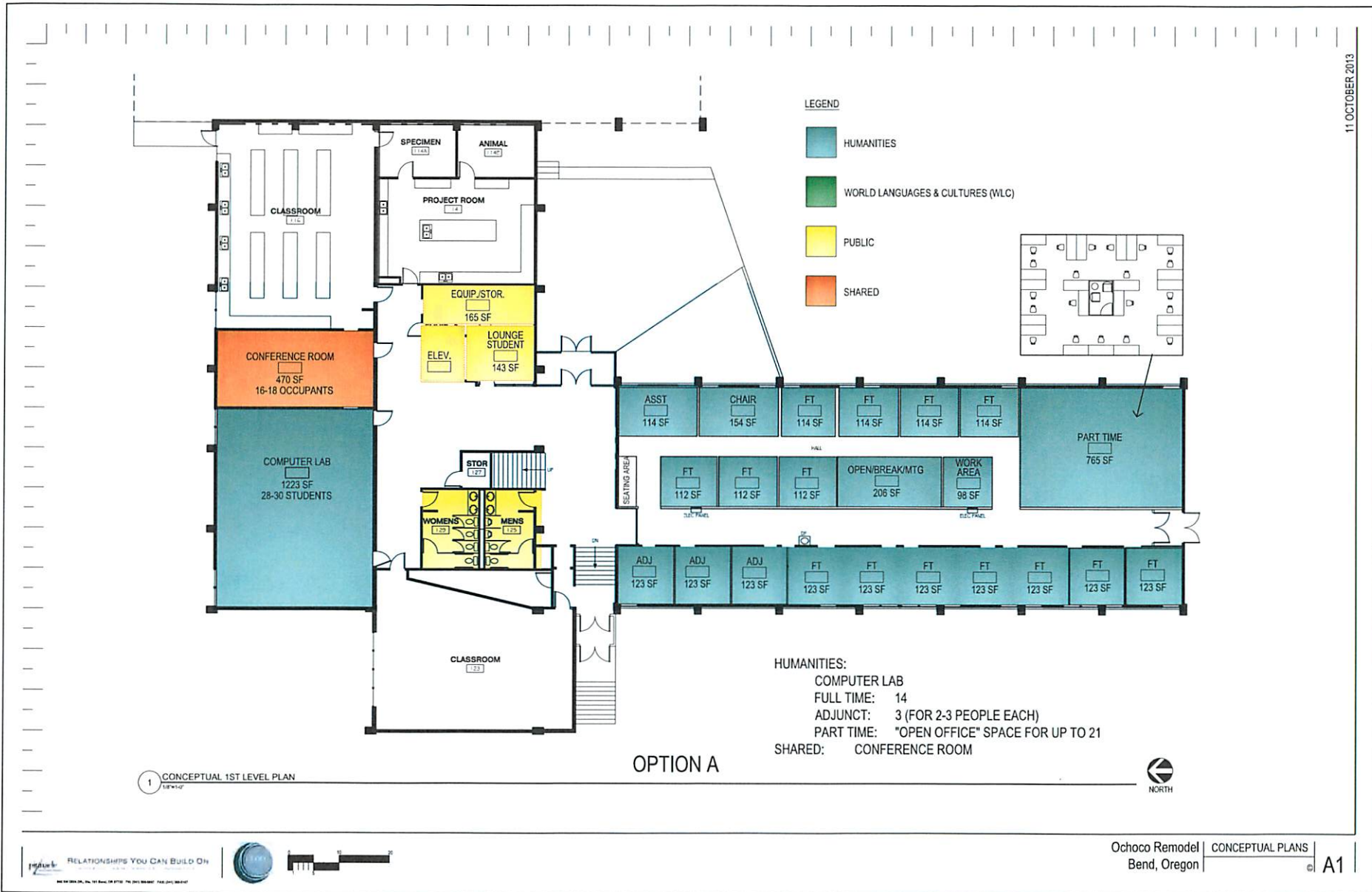


1 CONCEPTUAL 2ND LEVEL PLAN
10/11/13

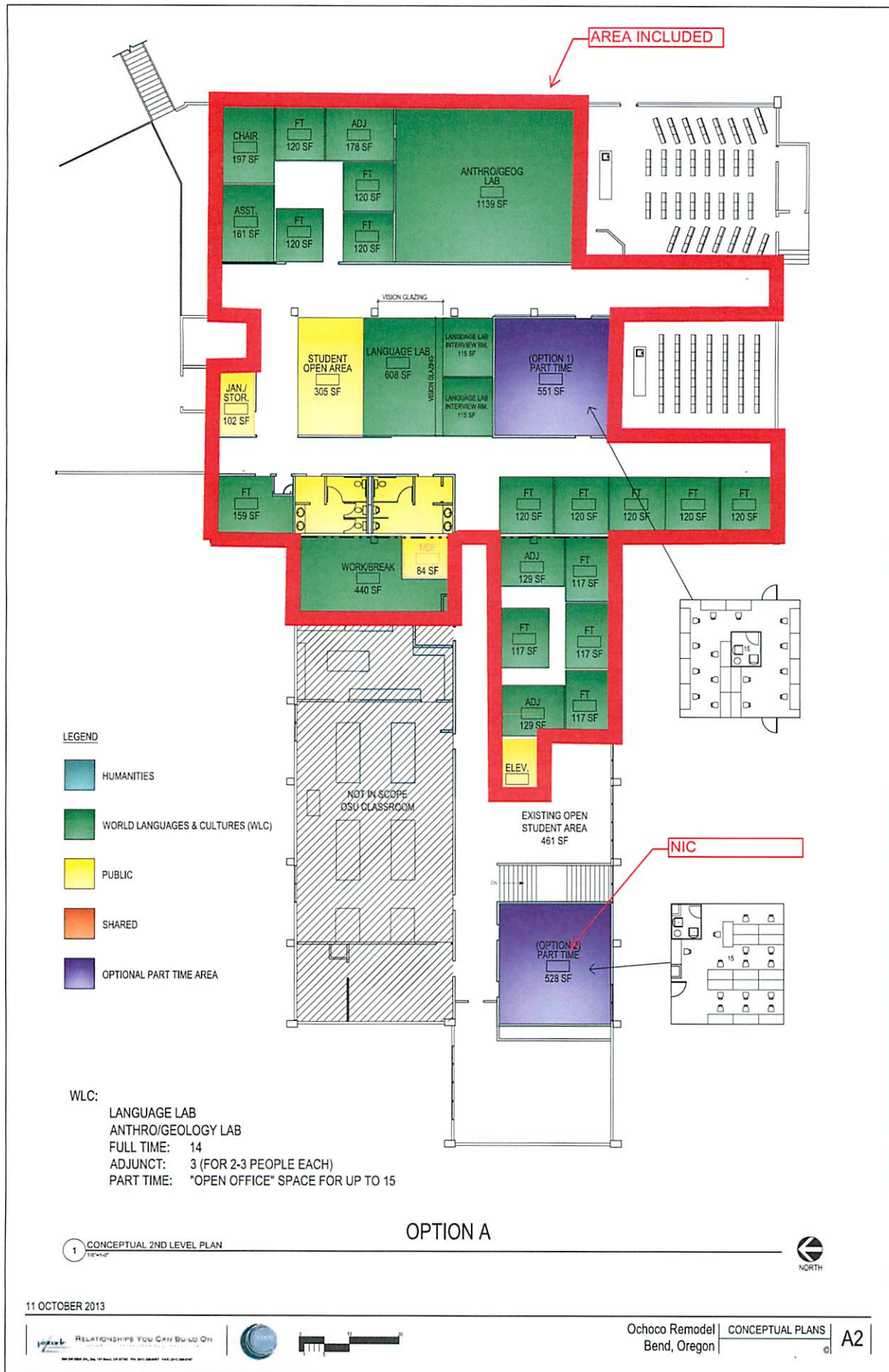


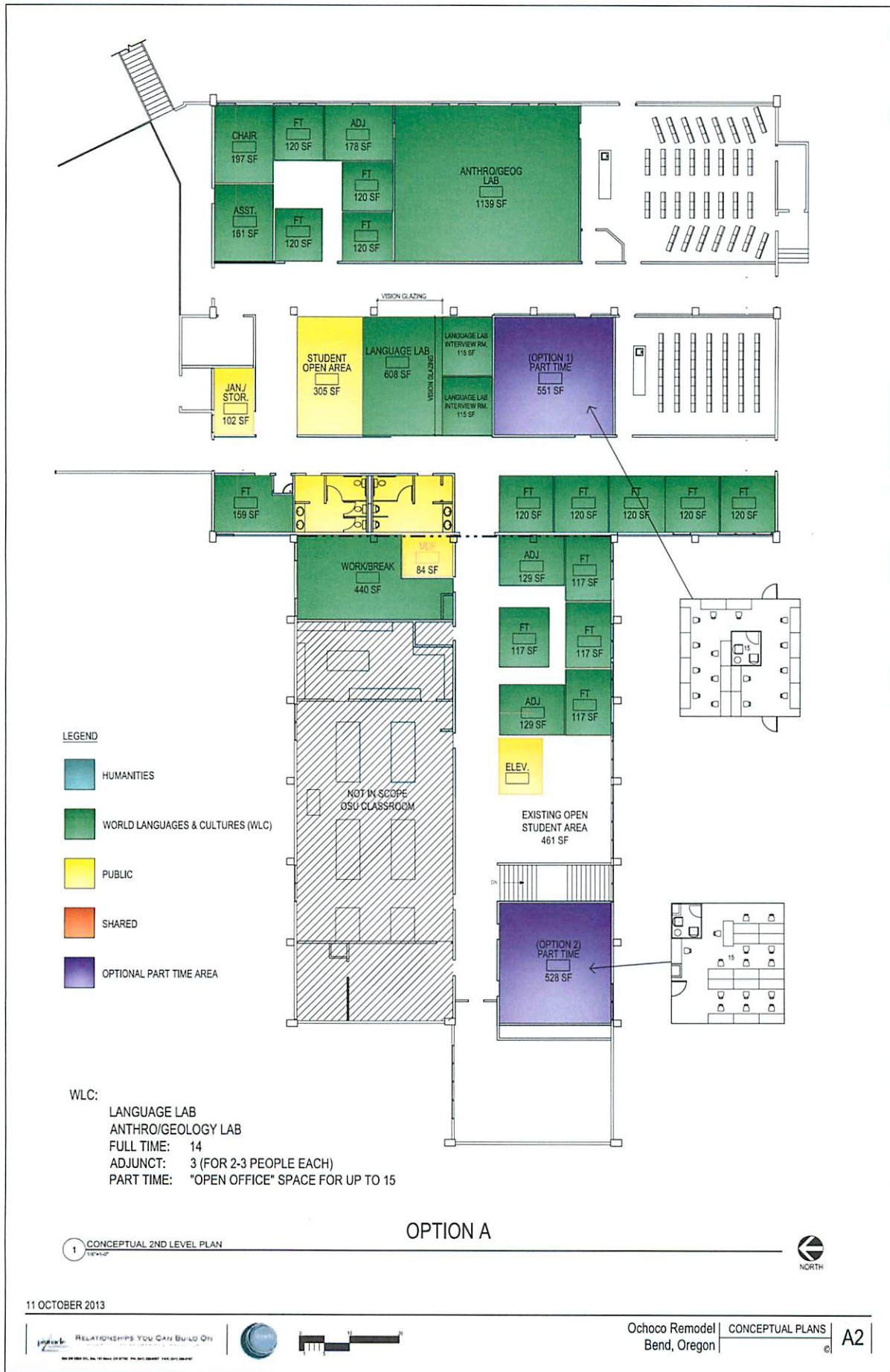
11 OCTOBER 2013

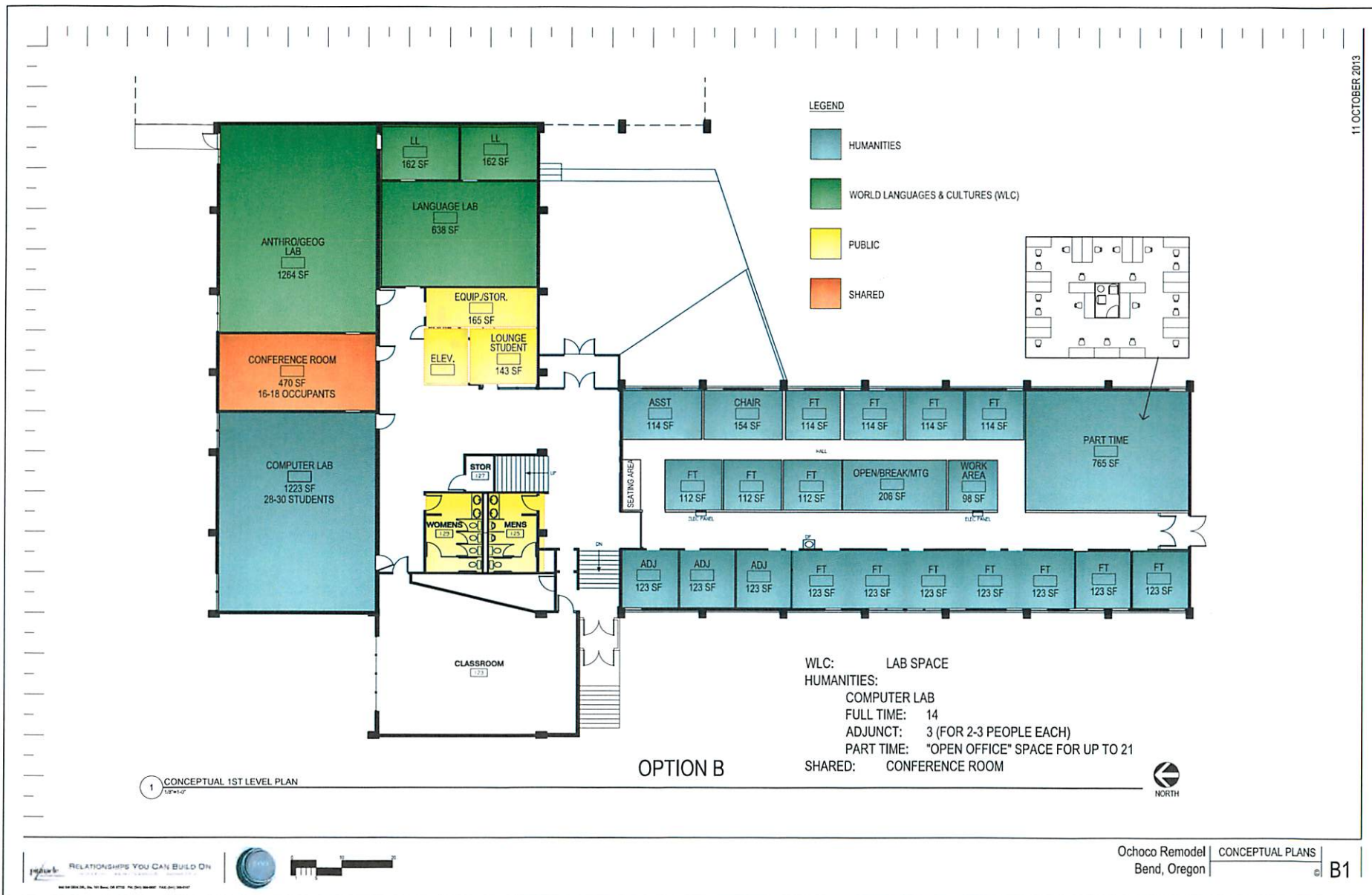




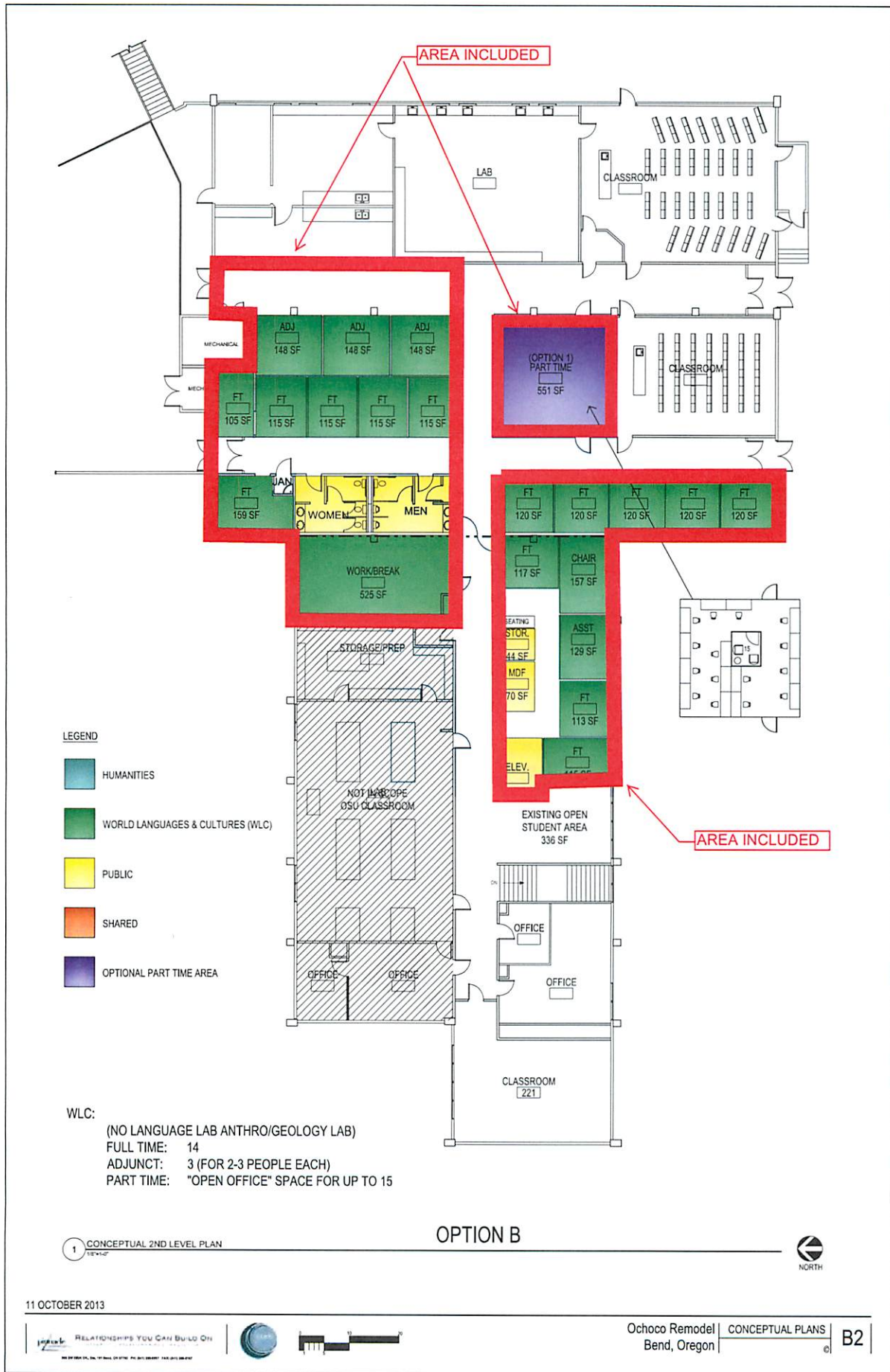
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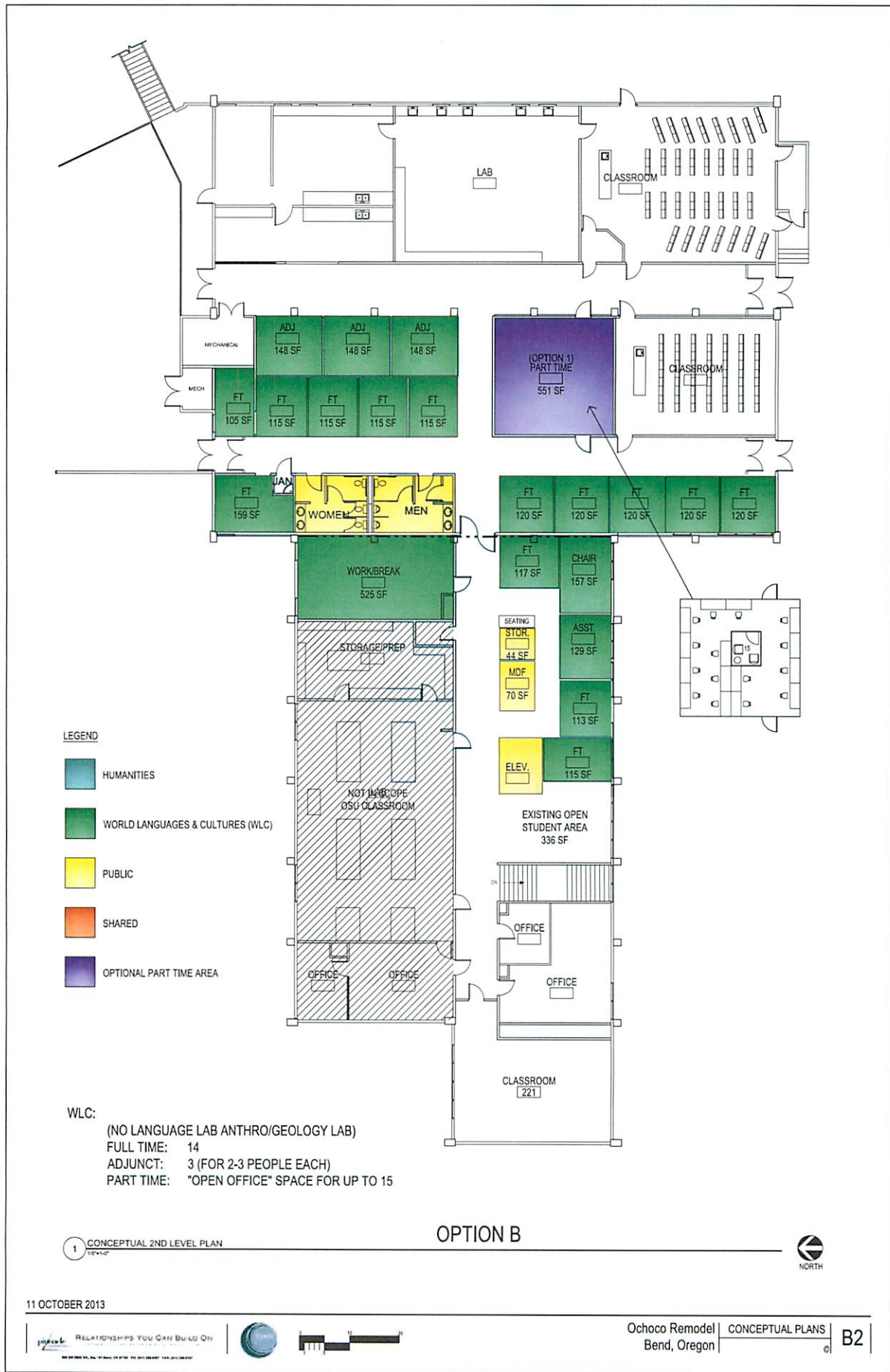




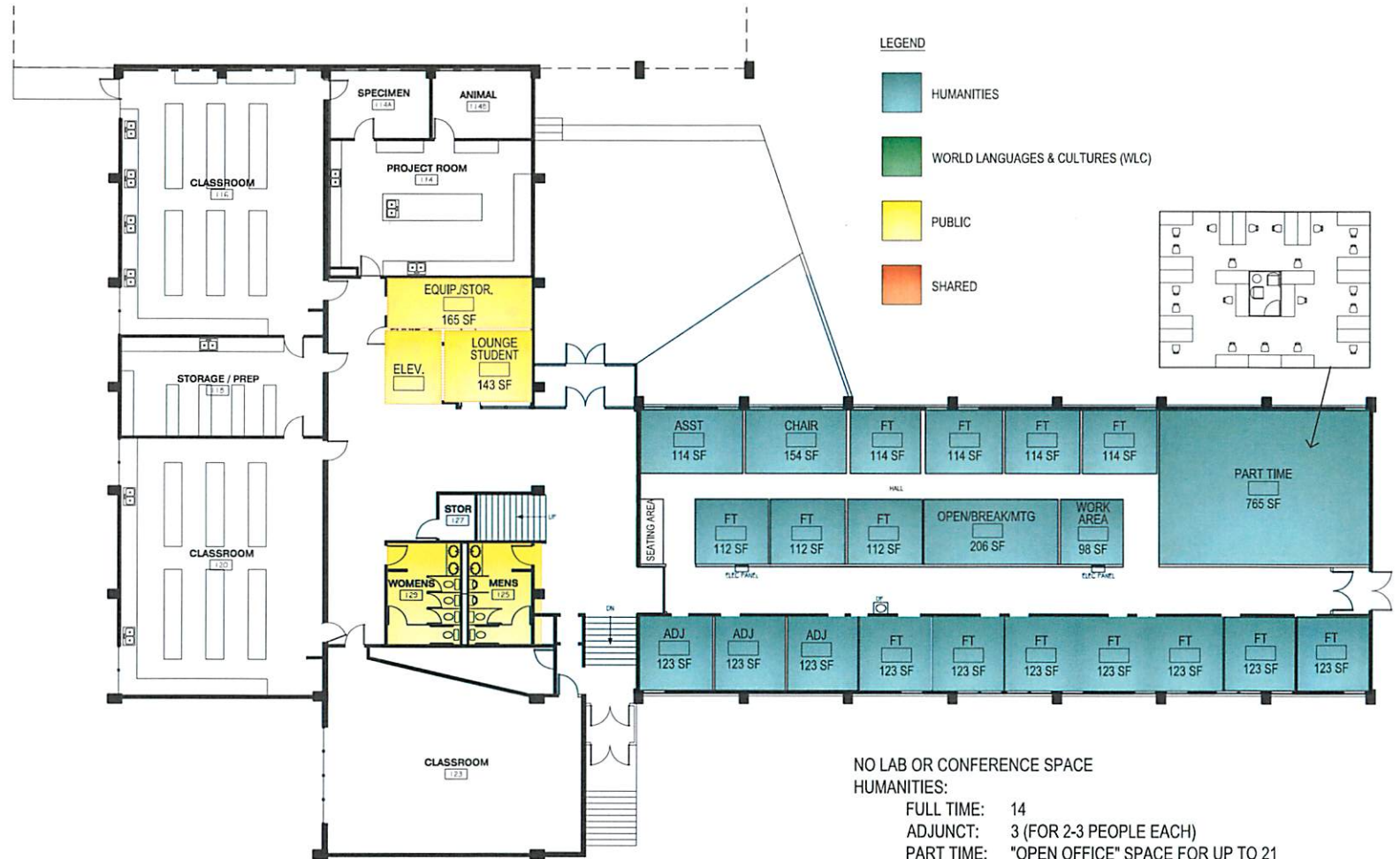


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11 OCTOBER 2013

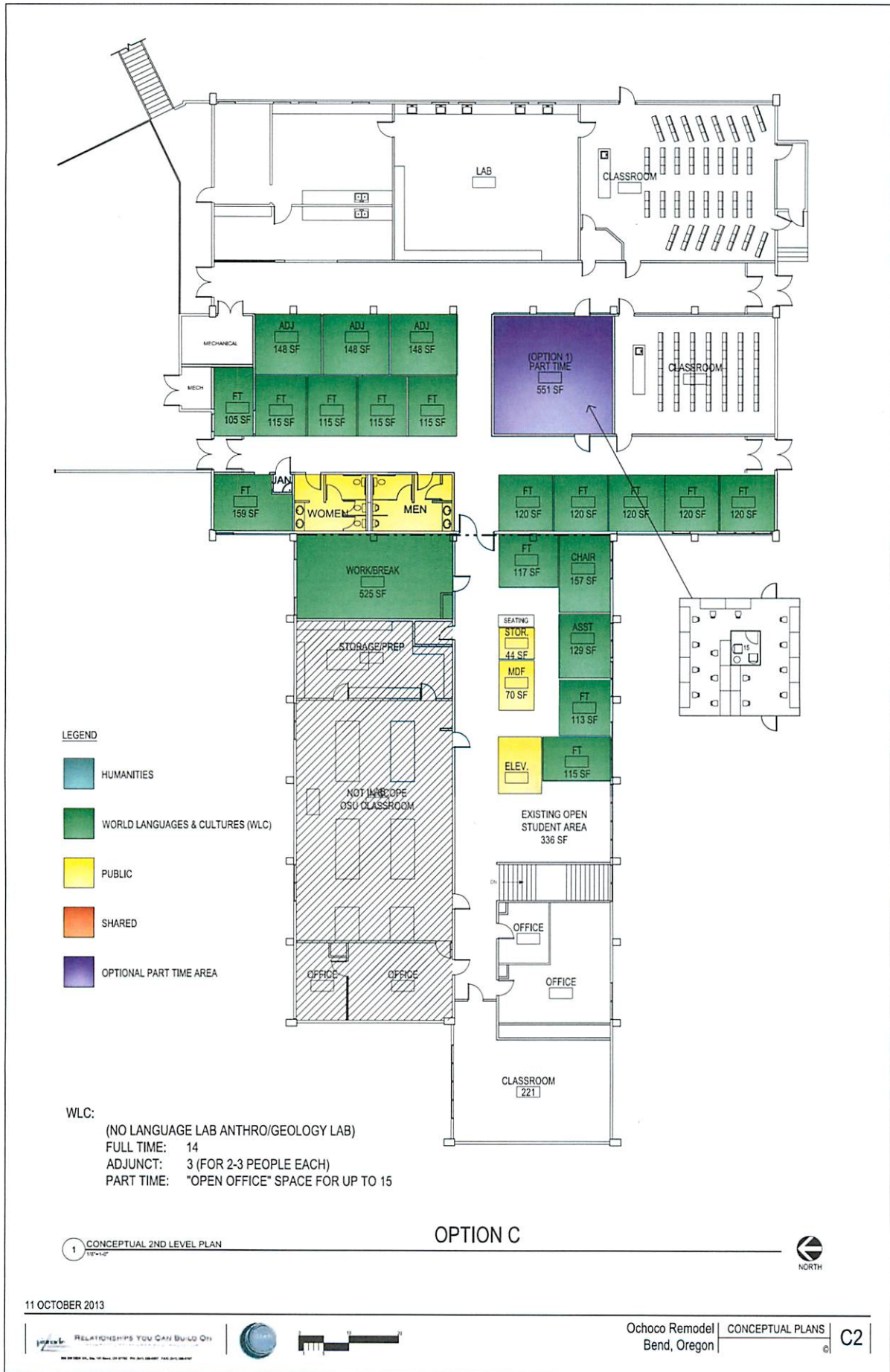


NO LAB OR CONFERENCE SPACE
 HUMANITIES:
 FULL TIME: 14
 ADJUNCT: 3 (FOR 2-3 PEOPLE EACH)
 PART TIME: "OPEN OFFICE" SPACE FOR UP TO 21

OPTION C

1 CONCEPTUAL 1ST LEVEL PLAN
1/8"=1'-0"





Residence Hall October 2013 Status Report

Scope

Residence Hall project is to provide approximately 330 beds for student housing. A small amount of support and common space will be provided within the project. The building is anticipated to be Earth Advantage Multi-Family Gold level certified. Parking and access road/utilities are anticipated to be on the downhill side of the track. It is also expected that summer programs will utilize the facilities.

Budget Status

Project Budget included.

Change Order Activity

None this month.

Schedule Status

25% Construction Documents Presentation and GMP proposal to occur at the January 8, 2014 board meeting.

The project will begin construction in April of 2014.

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

Activity in October

Received commissioning proposals and rejected as two were over procurement limits.

Submitted site plan application to the City of Bend.

Receive reconciled Design Development phase estimates from Mahlum and Lease Crutcher Lewis.

Complete estimate review and Value Engineering process for budget conformance. Target of \$16 million not achieved.

Reviewed project status with Real Estate committee at specially scheduled meeting on October 16, 2013. Presented Design Development status of project and had Lease Crutcher Lewis GMP discussion at specially scheduled board meeting on October 23, 2013. Board approved proceeding to 25% CD for a limited fee of \$130,000. GMP to be presented at the January 8, 2014 board meeting. Lease Crutcher Lewis has put their preconstruction fee of \$45,000 at risk if the target GMP of \$16 million is not achieved and the project does not move forward. Mahlum Architects put \$13,000 of their fee at risk under the same circumstance.

Activity planned for November

Revise commissioning RFP and reissue with clarified scope.

Work through the 25% CD phase with Mahlum providing documents to Lease Crutcher Lewis at the end of November.

Submit Site Plan application.

Complete traffic counts around campus and specifically for the Residence Hall.

Continue negotiations/discussions with the City regarding SDC's, specifically BMRD and City Transportation impact fees.

Residence Hall October 2013 Status Report

Conceptual preliminary building perspective.



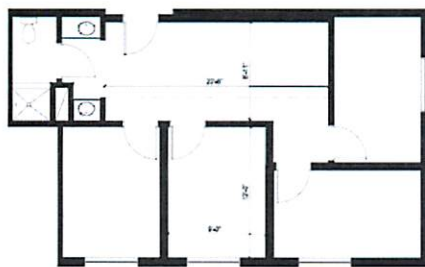
Residence Hall October 2013 Status Report



Residence Hall October 2013 Status Report



RA SINGLE
 SINGLE BEDROOM 202 SF
 BATHROOM 58 SF
 TOTAL 260 SF NET
 315 SF GROSS



Typical unit types.
 SHARED ROOM 197 SF
 SINGLE BEDROOM 108 SF
 SINGLE BEDROOM 108 SF
 SINGLE BEDROOM 108 SF
 SINGLE BEDROOM 108 SF
 BATHROOM 79 SF
 TOTAL 708 SF NET
 852 SF GROSS



QUAD DOUBLES
 SHARED ROOM 137 SF
 DOUBLE BEDROOM 138 SF
 DOUBLE BEDROOM 138 SF
 BATHROOM 79 SF
 TOTAL 492 SF NET
 576 SF GROSS

Residence Hall October 2013 Status Report

Schedule	start	finish
Design Development Phase	June 2013	October 2013
City of Bend Pre-application meeting	July 2013	July 2013
Site Plan Application Submittal/Review	October 2013	January 2014
Commissioning Consultant Selection	November 2013	December 2013
Board decision: 25% Construction Documents	October 2013	October 2013
25% Construction Documents	October 2013	November 2013
Lease Crutcher Lewis Bidding/Reconciling	December 2013	January 2013
GMP Presentation	January 8, 2014	January 8, 2014
Construction Documents	January 2014	February 2014
Permit Application	January 2014	March 2014
Special Inspection Consultant procurement	January 2014	February 2014
Construction	April 2014	July 2015
Furnishing Move-in	July 2015	August 2015

Residence Hall October 2013 Status Report

Project Participants

COCC Steering Committee

James Middleton	President
Matt McCoy	Vice President of Administration
Kevin Kimball	Chief Financial Officer
Alicia Moore	Dean of Students
Gordon Price	Director of Student Life
Paul Wheeler	On-Campus Housing Coordinator
Joe Viola	Director of Campus Services
Rick Hayes	Project Manager

Design Consultant

Mahlum Architecture
1231 NW Hoyt, Suite 102
Portland, Oregon 97209
541-224-4032

Kurt Haapala, Principal, Seth Moran & Beth Brett, Senior Project Manager, Brian Squillace and Jeremy Rear, Project Architects, Amy Noe, Project Designer
Pinnacle Architects (Associates) Peter Baer, Principal, Mark Rossi, Project Manager

Construction Manager General Contractor

Lease Crutcher Lewis
550 SW 12th Avenue
Portland, OR 97205
503-223-0500

Tony Church, Senior Project Manager Mike Levesque, Project Manager
Jeff Spencer, Senior Estimator

Civil Survey Consultant

KPFF Consulting Engineers
111 SW Fifth Avenue, Suite 2500
Portland, OR 97204-3628
503-227-3251 Troy Tetsuka, Survey Manager

Geotechnical Engineer

FEI Testing & Inspection, Inc.
62979 NE Plateau Drive, #3
Bend, OR 97701
Bill Smith, Geotechnical Engineer, 541-382-4844 bsmith@feitesting.com

Commissioning Agent TBD

Testing Agency TBD

Technology Education Center – Oct. 2013 Update

Scope

A 34,000 square foot building to be built on the corner of Veterans Way and Salmon Dr. in Redmond. The building will house technology centered programs which will initially be the Center for Entrepreneurial Excellence and Development, Non-Destructive Testing and Inspection, Digital Arts and Media, and Flexible Technology.

Budget Status

The budget for the overall project is \$12.5 Million. This includes a \$5.7 Million match from the State of Oregon.

Change Order Activity

There were a small amount of new changes presented this month. Several changes that were under review were approved this month including an item that sorted out access control to specific doors as well as a change that adds a fall protection system to the roof. See change order log for more information.

Schedule Status

The project started on April 22nd and is on schedule to open for Fall Classes of 2014.

Recent Activity

Concrete walls in the north wing concluded this month. Structural steel continued in the core section of the building as well as the north side of the building. Slab on grade continues in the core section. Roof trusses continued, stairs were installed. Interior and exterior framing continued at the south wing on both floors. MEP rough-in at the south and core sections is also well underway.

Activity Next Month

Structural steel will conclude. Slabs on grade and on deck will continue. Exterior framing will continue. Roofing will commence and likely complete. MEP rough-in will continue. Sitework and site utilities will continue. Airport Way work will complete.

Technology Education Center – Oct. 2013 Update

Project Participants

COCC Stakeholder Group

Shirley Metcalf	-	Extended Learning Dean
Matt McCoy	-	VP for Administration
Jerry Schulz	-	Director of Continuing Education
Chris Redgrave	-	Director of MATC
Gene Zinkgraf	-	Director of Construction
Rich Brecke	-	Project Manager
Darren McCrea/Jeff Floyd	-	Construction IT Specialist
Julie Mosier	-	Purchasing Coordinator

Design Team

Don Stevens	-	BBT Architects
Kevin Shaver	-	BBT Architects
Doug Schwartz	-	Froelich Consulting Engineers (Structural)
ML Vidas	-	Vidas Architecture (Earth Advantage Consulting)
Grant Hardgrave	-	Hickman Williams and Associates (Civil)
Marcia Vallier	-	Vallier Design Associates (Landscape)
John Van Bladeren	-	MFIA Inc. (MEP Design)

Contractor Group

Chris White	-	Project Manager, Kirby Nagelhout Construction
Mike Carter, Jr.	-	Project Superintendent, Kirby Nagelhout Construction
Mark Miller	-	General Superintendent, Kirby Nagelhout Construction
Jeff Deswert	-	President, Kirby Nagelhout Construction

Technology Education Center – Oct. 2013 Update



2nd Floor South Wing Looking West



Looking into the Lobby from the 2nd floor.

Technology Education Center – Oct. 2013 Update



Exterior Gyp and Moisture Barrier, Roof Trusses in the Lobby



Final Structural Wall Pour

Veterinary Tech Remodel at BAC– Oct. 2013 Update

Scope

This project entails purchasing the BrightSide Animal Center Event Center and performing some minimal remodel within the building to achieve the Veterinary Tech minimum program needs for a laboratory space. A future phase would add a Lab/Classroom, expanded Pharmacy Lab and a complete Surgery area. Phase 2 will remain on hold until funding is identified.

Budget Status

The project budget, which includes land and building acquisition, is \$486,000.

Change Order Activity

N/A.

Schedule Status

As the schedule and occupancy are dependent on the partition, project completion is a moving target. We do anticipate being able to open for Winter 2014 if all goes well.

Recent Activity

The lot partition is still under review by the City of Redmond, no timeline for approval is available. Design is complete and pricing is starting for the various scopes.

Activity Next Month

Partitioning process will continue, pricing for the designed remodel work will continue. A water line may be installed if we hear from the City on the Partition.

Veterinary Tech Remodel at BAC– Oct. 2013 Update

Project Participants

COCC Stakeholder Group

Matt McCoy	-	VP for Administration
Shirley Metcalf	-	Interim VP for Instruction
Jenni Newby	-	Instructional Dean
Lynn Russell	-	Veterinary Technician Program Director
Rich Brecke	-	Project Manager
Darren McCrea	-	Construction IT Specialist
Julie Mosier	-	Purchasing Coordinator

Design Team

Scott Steele	-	Steele Associates Architects
Stephen Hockman	-	Steele Associates Architects
Krista Appleby	-	Steele Associates Architects
Summer Oman	-	Steele Associates Architects

Contractor Group

TBD

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS
ACTION ITEM
APPOINTMENT OF BUDGET COMMITTEE**

Prepared by: Ron Paradis-Director of College Relations

A. Action Under Consideration

Appointment of the Budget Committee for the 2013-14 Budget Year.

B. Background

Due to the new policy on the Budget Committee, approved last month (GP 12.1), the Board needs to appoint members to the Budget Committee for the 2013-14 (current) Budget Year. Lester Friedman (Zone 5) is the only person who carries over without this action.

C. Recommendation

- Reappoint Mark Copeland to Zone 2 and Gayle McConnell to Zone 4, each for new three-year terms;
- Appoint Doug Ertner to the Zone 1 position (he was formally in Zone 3) for one year;
- Appoint Patricia Kearney to the Zone 6 position (she was formally in Zone 7) for three years;
- Appoint Steve Curran to the Zone 7 position (he was formally in Zone 6) for one year.
- Direct staff to advertise for the vacant Zone 3 position.

D. Resolution

Be it resolved that the COCC Board of Directors does hereby make the following appointments to the COCC Budget Committee for the 2013-14 Budget Year. Please see reverse for the list.

E. Timing

Action at this time will allow to confirm all appointments, and to advertise for the vacant position in time to have a full Budget Committee in place prior to Jan. 1.

Central Oregon Community College

Budget Committee

2013-14

Zone 1	Doug Ertner	6-30-2014	From Zone 3
Zone 2	Mark Copeland	6-30-2016	Reappointed
Zone 3	Vacant	6-30-2015	
Zone 4	Gayle McConnell	6-30-2016	Reappointed (out of Zone)
Zone 5	Lester Friedman	6-30-2015	No change
Zone 6	Patricia Kearney	6-30-2016	From Zone 6
Zone 7	Steve Curran	6-30-2014	From Zone 7

Exhibit: 8.a
November 13, 2013
Pgs.1-9



Oregon Community College Association
260 13th Street NE
Salem, OR 97301
Phone: (503) 399-9912 Fax: (503) 399-9286
<http://www.occa17.com>

October 28, 2013

TO: OCCA BOARD

FR: Andrea Henderson, Executive Director

RE: Strategic Conversation about the future of OCCA

As we discussed at the October Board, we are launching a strategic conversation about the future of OCCA. With the changes in structure at the state level and the creation of the Higher Education Coordinating Commission, the OCCA Board at the May 2013 meeting appointed a strategic -conversation committee to help guide OCCA through a thoughtful reassessment of the role and purpose of the organization to ensure the OCCA continues to be a vibrant service and leadership organization that serves the needs of the 17 community colleges.

To help inform the conversation, the committee asks the local board OCCA representatives to conduct a conversation with their local board around the future role of OCCA and help define how OCCA can best provides services and leadership to the community colleges the future. Attached are seven questions to discuss with your local board. Please forward a summary of your conversation to either Andrea Henderson at andrea@occa17.com or to Ed Dodson at edanddonalda@comcast.net and we will discuss the questions further at our December 6 OCCA Board meeting. Members of the Strategic Conversation are available to attend your board meeting and talk further about these issues.

Also attached is a summary of the current services OCCA provides on behalf of the colleges, and a survey of services provided by community college associations in other states. Please let us know what other information might be helpful.

Questions for Local Board Discussion

1. What functions that OCCA currently provides are the most valuable?
2. Is there anything that OCCA is doing now that they should stop doing?
3. As we look to the future, are there additional ways that OCCA can help the colleges?
4. Are there specific services or coordination efforts that you would like to request?
5. Are there services needed by small colleges that are not needed by the larger colleges?
6. Are there services needed by larger colleges that are not needed by the smaller colleges?
7. What other thoughts or recommendations do you have about OCCA?

CURRENT OCCA SERVICES

The Oregon Community College Association is a council of governments comprised of the seventeen publicly chartered community colleges. OCCA represents the collective interests of the colleges and the nearly 400,000 students in those colleges.

OCCA is governed by a board of directors, which includes the president and one board member from each of the seventeen colleges. The board member representatives are chosen by their own local boards and they, with the presidents, elect the association's executive committee to provide OCCA leadership each year. Colleges pay annual dues to OCCA based on a formula that includes both a base contribution and a prorated fee based on enrollment.

Founded in 1962, OCCA's purpose is to advocate for the colleges before policy-makers and partners whose actions affect the well-being of community colleges across the state. The association does this through a variety of services, including legislative advocacy.

OCCA staff provides the services and information that support the association's mission. Staff members are knowledgeable about issues ranging from appropriations to governance and educational policy. Services OCCA staff provides include:

Advocacy

- **Legislative and Executive Branch:** OCCA represents the collective interests of the colleges in the legislative process. Over time, OCCA has built strong relationships with legislators, legislative staff, committee staff, and staff of permanent legislative offices such as the Legislative Fiscal Office and the Legislative Revenue office. The association also works closely with the governor's education policy staff advocating the colleges' position on issues to the executive branch.

OCCA monitors all bills that could affect community colleges and engages on issues of importance through direct contact with legislators, testimony and facilitating direct contact between campus leaders and legislative leaders. Advocating for the community college support fund and protecting local autonomy are always top-priority issues.

- **State Level Boards and Commissions:** OCCA engages with many state level boards that oversee parts of state government that directly affect community colleges and students. The association monitors meeting and advocates positions before a variety of boards and commissions such as the Oregon Student Assistance Commission, the State Board of Education, the Higher Education Coordinating Commission and the Oregon Education Investment Board. OCCA also work with state agencies to ensure impact of policy changes on community college are understood and reflected in implementation.
- **Coalition Building:** OCCA works with several community college stakeholder groups to coordinate efforts around shared goals and especially for advocacy related to the community college support fund. OCCA works during session and in the interim with groups like the Oregon Community College Student Association, the Oregon Student Association, the Oregon Education Association, the American Federation of Teachers, the Oregon IDEA, the Oregon Business Association, the Oregon Business Council, and Associated Oregon Industries. OCCA staff keeps in regular contact with these groups and keep them up to date on the OCCA work and positions on issues.

Direct Services and Outreach

- **Coordinate statewide responses to federal and state laws:** OCCA staff work with the seventeen colleges to coordinate responses on federal issues such as military tuition assistance, state authorization rules, IRS penalty notices, the Affordable Care Act, IRS definitions defining full-time faculty employees, and Oregon's recent Medicaid waiver.
- **Intra-College Administrator Groups:** OCCA staff attend meeting and give reports to the various college administrator groups such as the Council of Instructional Administrators, Human Resources Directors, and Business Managers as well as coordinating efforts and getting information out to governmental affairs and public relations staff.
- **Advice and Guidance:** Through OCCA's in-house counsel, OCCA provides advice and guidance on specific questions related to requirements of Oregon law including ethics, public meetings, and public records law.
- **Publications:** OCCA produces a variety of reference resources and updates such as a community college statewide directory, newsletters and various legislative updates, reports and research reports on topics of interest to colleges.

Meetings and Events

- **Board Meetings/OPC:** OCCA organizes and provides staffing and support for OCCA board meetings (approximately 4-6 meetings a year) and the Oregon Presidents Council (approximately 10 meetings a year).
- **Conferences:** A conference is held annually in the fall for local board members, presidents, community college staff members and advocates. The conference provides speakers from across the country and workshops on a wide variety of topics affecting colleges. Additionally, OCCA hosts a legislative conference during each legislative session, creating opportunities for OCCA members to interact with legislators and get up to date information on issues affecting colleges during the legislative session.
- **Retreats and Trainings:** OCCA organizes and hosts several retreats and training each year including a new board member training, the Oregon Presidents Council retreat and the OCCA executive committee retreat.
 - **All Oregon Academic Team:** Oregon community college students who have made great achievements at their colleges are honored each year at the All Oregon Academic Team Awards Luncheon. Two students from each college are recognized by high-ranking public officials at the state capitol and offered scholarships to participating four-year institutions to continue their education.

Community College State Associations A Review of Services

There are 18 community college state associations that are comparable to the Oregon Community College Association. These 18 associations represent local member colleges and they are not affiliated with, or under the control of, state agencies.

These associations often have a non-profit legal status, but some are governmental entities. The Oregon Community College Association is considered a Council of Government (COG) as defined by Oregon Revised Statutes (ORS 294.900). As a COG, OCCA has broader governmental powers than it would as a non-profit organization. For example, OCCA could facilitate alternative financial vehicles.

The 18 associations offer differing levels of member services. Some focus mostly on advocacy and board training; others offer comprehensive statewide and district services. Many fall somewhere in between. For overview purposes, OCCA has categorized them into three service levels. Please see the document: *Community College State Associations: Three Levels of Service*.

In addition, OCCA has compiled a general list of the services offered by the associations. We divided these services into four areas: Government Relations Services, Board Member Services, District Services and other Statewide Services (non-advocacy). Some service areas have the potential to generate revenue. These areas are noted. Please see the document: *Community College State Associations: A List of Services*.

Lastly, while investigating these associations, OCCA noticed several key trends:

- Associations are increasingly taking the lead on important statewide issues, such as student success, workforce initiatives, performance accountability
- Associations are coordinating more on college operations
- Associations are focusing more on global partnerships and initiatives
- Associations are preparing for the exponential expansion of online learning

Community College State Associations Three Levels of Service

LEVEL ONE: FOCUSED ON ADVOCACY AND BOARD TRAINING

Services provided: Government Relations, Board Services, Conferences

- Nebraska Community College Association (5 institutions)
- Kansas Association of Community College Trustees (19 institutions)
- South Carolina Association of Technical College Commissioners (16 institutions)

LEVEL TWO: ADVOCACY AND OTHER SERVICES

Services provided: Government Relations, Board Services, Conferences,
Some Statewide Services, Some District Services

- Oregon Community College Association (17 districts)
- Ohio Association of Community Colleges (23 institutions)
- Maryland Association of Community Colleges (16 institutions)
- Illinois Community College Trustee Association (48 institutions)
- Pennsylvania Commission for Community Colleges (14 districts)
- Missouri Community College Association (17 institutions)
- Technical College Directors' Association of Georgia (28 institutions)
- Arkansas Association of Two-Year Colleges (22 institutions)
- Association of Florida Colleges (28 institutions)
- North Carolina Association of Community College Trustees (58 institutions)
- Wisconsin Technical College District Boards Association (16 districts)
- Iowa Association of Community College Trustees/Presidents (15 districts)

LEVEL THREE: ADVOCACY AND COMPREHENSIVE OTHER SERVICES

Services provided: Government Relations, Board Services, Conferences,
Extensive Statewide Services, Many District Services

- Community College League of California (50 districts)
- Michigan Community College Association (28 institutions)
- Texas Community College Association (50 institutions)
- New Jersey's Council of County Colleges (19 districts)

Community College State Associations List of Services

Government Relations Services

- State Legislative Monitoring/Advocacy
- Federal Legislative Monitoring/Advocacy
- State Agency Monitoring/Advocacy (including Funding Formula)
- Federal Agency Monitoring/Advocacy
- Political Action Committees (PACs) (Michigan)

District Services

- Legal Advice/Services
- Individual College Marketing Services
- Model Publications and Forms
- Policy Reference Manuals for Federal and State Regulations
- District Publication Assistance
- Individual College Issue Research
- Event Planning Services
- Accreditation Assistance Services
- Auditing Assistance Services
- Presidential Evaluation Services
- Presidential Searches and Selection Services
- College Board Retreat Services
- Bond Election Campaign Services
- Board Communication/Media Services
- Technology Services
- Technical Assistance with Compliance on Grant/Program Requirements (Federal and State)

Board Member Services

- Legislative Advocacy Training
- Board Fiduciary Responsibilities
- Community College History and Structure
- Public Meetings Law
- Board Governance/Authority
- Public Ethics Law
- Public Records Law
- Leadership Training
- Media Training
- Issue Training (e.g., Globalization, Green Technology, Performance Measures, Common Core Standards, Health Care Reform)
- Student Success Practices
- Competency Based Education Practices
- Diversity Programs Practices
- Board Self-Evaluations Practices
- Collective Bargaining Training
- Abuse Reporting Requirements

Statewide Services (Non-advocacy)

- Coordinating Statewide Meetings of, and Communication Between, Community College Staff Members in their Respective Fields:

Government Relations Staff
 Public Information Officers
 Human Resources Officers
 Fiscal Officers
 Foundation Directors
 Presidents' Assistants
 Chief Academic Officers
 Chief Student Affairs Officers

- Grant Writing/Grant Project Management (Revenue Opportunities Possible)
- Coordination in Areas of Shared Interest
 - Student Success
 - Workforce Initiatives (Revenue Opportunities Possible)
 - Online Learning Consortia
- Cooperative Purchasing/Vendor Services: (Revenue Opportunities Possible)
 - Energy (Electricity, Natural Gas, Solar)
 - Computers
 - Telecommunications
 - Software
 - Cloud services
 - Office Supplies
 - Credit Card Services
 - Library Technology Programs
 - Printing
 - Electronic Agenda Management Service (BoardDocs)
- Statewide Information Sharing
 - Statewide Data Analysis
 - Surveys
 - Issue Research: IRS issues, Medicare Issues
 - Seminars/Conferences
- Statewide Communications/Marketing:
 - Podcasts
 - Association Websites
 - YouTube Channel for Community College Videos
 - Coordinated Marketing Campaigns
 - Collections of Media Stories on Community Colleges
 - Press/Media Coordination
 - Press Clipping Services
 - Newsletters
 - Association Annual Report and Other Publications
 - Webinars
 - Billboard Campaigns
 - Statewide Community College Directory
 - Statewide Job Listings
- Fostering Partnerships
 - Four-year Colleges and Universities (Public and Private)
 - Corporations, Industries, Businesses (Revenue Opportunities Possible)
 - K-12 schools and stakeholders
 - Global partnerships (Revenue Opportunities Possible)
- Alternative Financing Vehicles: (Revenue Opportunities Possible)
 - Lease/Purchasing Bonds,

Student Housing Bonds,
Cash Flow Deficit Financing,
Tax Revenue Anticipation Notes (TRANS)
Charitable Gift Annuity Programs

- Health/Insurance Services (Revenue Opportunities Possible)
 - Retiree Health Investment Trusts
 - Student Health Insurance Programs
 - Health Insurance Pools
 - Other Insurance Pools
- Student and Staff Services
 - Excellence Awards
 - Student Scholarships
 - Professional Development on Statewide Issues

OCCA Goals 2014

The upcoming year will be challenging as we navigate the transition from the State Board of Education to the Higher Education Coordinating Commission (HECC). We will need to be proactive by setting the tone for the new reality at the state level, think strategically about what this change might mean for OCCA and the 17 colleges, while continuing to advocate for a greater level of funding for the colleges

Over-Arching Goal:

As fundamental education reform efforts unfold at the state and national level, OCCA will assess issues and larger trends by working with college leadership to frame issues for local engagement and to position colleges as leaders in educational reform.

- Build partnerships with OUS, K-12, and the business community
 - Proactively offer assistance to universities as they make the transition to institutional board and explore advocating a joint lobby for funding effort for the 2015 session
 - Build support and partnership with the business community around education reform and funding.
 - Collaborate with OSBA on a joint conversation around student success for 11-12th grades and those transitioning to college.
- Facilitate a statewide conversation between the OCCA board and the 17 local boards around the future needs and expectations of OCCA.
- Navigate the transition of community college statewide governance from the State Board of Education to HECC
 - Educate and orient the new HECC commissioners on the comprehensive mission and local governance of community colleges.
 - Build relationships between HECC and OCCA
 - Respond to and inform the policy conversations at HECC to ensure community colleges maintain a strong voice in post-secondary education policy decisions.
- Fight for additional community college funding
 - Maximize community college support funding by advocating for an aggressive ask in 2015 predicated on the student yield model from NCHEMS, and by pushing the policy conversation around the legislature's responsibility for funding 40-40-20 capacity.

Central Oregon Community College
RESOLUTION

Prepared by: Julie Mosier-Purchasing Coordinator

- A. Action Under Consideration
Pending a successful protest period, award Bid #1441-13 AV Systems Package to Delta Systems Integration for \$406,858.
- B. Discussion/History
This project will provide a variety of complex Audio and Visual systems for the Redmond Technology Education Center currently under construction. The building will have a total of five teaching labs, three computer labs and seven lecture classrooms, including one larger theater-style classroom. Several of these spaces will have two-way audio-visual communication systems and recording capability. Two smaller conference rooms will also be part of the project scope. The intent is to provide AV systems with current technology in the classrooms, labs, and conference rooms.
An Invitation to Bid was issued and two responsive bids were received. The ITB included two alternates however, the College has decided not to accept any alternatives. Delta Systems Integration submitted a base bid of \$406,858. The other bid, from Cochran, Inc. was \$444,552.
- C. Options/Analysis
Accept the bid and award the contract to Delta Systems Integrated for \$406,858 at the completion of the protest period.
Not accept the bid from Delta Systems Integrated and re-bid the project.
- D. Timing
Approval at this time will enable the College to ensure that the AV systems are in place in time for Fall term of 2014.
- E. Recommendation
Be it resolved that the Board of Directors do hereby accept the bid of Delta Systems Integrated for \$406,858 for AV Systems Package and direct that a contract be executed.
- F. Budget Impact
Funds for this are budgeted within the Technology Education Center construction account.