



CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, February 10, 2010 – 6:00 PM
Christiansen Board Room, Boyle Education

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	Executive Session: ORS 192.660(1)(f) – Exempt Public Records ORS 192.660(1)(e) – Real Property Transactions			
6:45 pm	I. Call to Order			Miller
6:45 pm	II. Introduction of Guests			Miller
6:50 pm	III. Agenda Changes			
6:50 pm	IV. Public Hearing and Testimony			
	A.			
6:55 pm	V. Consent Agenda***			
	A. Minutes			
	1. Executive Session-January 13, 2010	5.a1	X	Smith
	2. Regular Meeting-January 13, 2010	5.a2	X	Smith
	B. Personnel			
	1. New Hire Report (January 2010)	5.b1	X	Buckles ^A
	C.			
7:00 pm	VI. Information Items			
	A. Financial Statements	6.a		Bloyer ^A
	B. 2009-11 Board Priorities & Institutional Effectiveness Reporting Map	6.b		Pierce ^P
	1. Institutional Effectiveness Report on Traditionally Underserved Students	6.b1		Pierce
	C. Executive Sessions – Update	6.c		Paradis ^P
	D. Career Technical Education Programs	6.d		Kuhar/Nelson ^P
	E. 1 st Reading – Board Policies	6.e		Smith
	BPR 5: Appointment of Acting President			
	BPR 6: Order of Administrative Responsibility			
7:25 pm	VII. Old Business			
	A. Veterans Tuition Waiver Policy/HB 2517	7.a	X	Moore ^A
	B. Bond & Misc. Projects - Update			McCoy ^P
7:40 pm	VIII. New Business			
	A. General Purpose Classroom	8.a	X	Middleton
7:40 pm	IX. Board of Directors' Operations			Miller
	A. Board Member Activities			
7:55 pm	X. President's Report			Middleton
	A. Faculty Convocation – May 7			Paradis ^P
	B. Updates			

XI. Dates

- A. Friday, March 5 – 6:00pm - COCC Foundation’s “Taste of the Town”
Saturday, March 6 – 5:30pm - COCC Foundation’s “Meal of the Year”
Location: Mazama Gymnasium
- B. Wednesday, March 10
6:00 pm – Budget Committee Meeting
7:00pm - Board of Directors’ Meeting
Location: Christiansen Board Room
- C. Friday, May 7 at 5:15pm – Faculty Convocation
Location: Bend Golf & Country Club

8:20 pm XII. Adjourn

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

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

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

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

Central Oregon Community College
2600 NW College Way – Bend, OR 97701

EXECUTIVE SESSION MINUTES
BOARD OF DIRECTORS
Christiansen Board Room – Boyle Education Center
January 13, 2010

BOARD ATTENDANCE

Board Members Present:

Dr. Joyce Lynn Garrett, Connie Lee, John Overbay, Donald Reeder, Anthony Dorsch, Charley Miller, David Ford.

Guests Present:

Kathy Walsh, Matt McCoy, Ron Paradis, Kevin Kimball, Sheila Miller-The Bulletin, James Middleton-President, Ed Fitch-Board Attorney, Julie Smith-Executive Assistant.

EXECUTIVE SESSION

The Board of Directors convened in executive session to discuss Exempt Public Records ORS - 192.660(1)(f) and Real Property Transactions - ORS 192.660 (1) (e).

CALL TO ORDER

Chair Garrett called the executive session to order at 6:00 PM.

EXEMPT PUBLIC RECORDS – ORS 192.660 section 1, subsection f

Mr. Ed Fitch-Board Attorney, briefed the board on exempt public records.

REAL PROPERTY TRANSACTIONS – ORS 192.660 section 1, subsection e

President Middleton and Matt McCoy-Vice President for Administration, reviewed options relative to potential real estate transactions.

ADJOURNMENT

There being no further matters to discuss, executive session adjourned at 6:50 PM.

Chair Dr. Joyce Lynn Garrett

President James E. Middleton



CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – MINUTES
Wednesday, January 13, 2010 – 6:00 PM
Christensen Board Room, Boyle Education Center

PRESENT: Dr. Joyce Garrett, Connie Lee, Charley Miller, David Ford, John Overbay, Donald Reeder, Anthony Dorsch, Ed Fitch-Board Attorney, Dr. James Middleton-President, Julie Smith-Board Executive Assistant

INTRODUCTION OF GUESTS: Stewart Katter and Larry Nelson-Kerkoch Katter & Nelson LLP, Kathy Walsh, Matt McCoy, Ron Paradis, Kevin Kimball, David Dona, Dan Cecchini, Alicia Moore, Gene Zinkgraf, Diana Glenn, Carol Moorehead, Eric Buckles, Mary Jeanne Kuhar, Lisa Bloyer, Jim Weaver, Julie Mosier, Leslie Minor-Faculty Forum President, Michael Fisher-Associate Professor of Forest Resources Technology, Joe Viola, Gayle McConnell-Budget Committee member, Terry Link-Student Government, Sheila Miller-The Bulletin.

AGENDA CHANGES:

Old Business: Delete: Campus Village Development Agreement-Exhibit: 8.b

Board of Directors' Operations: Addition: Board Professional Development Matrix-Exhibit: 10.b

PUBLIC HEARING AND TESTIMONY: None.

REPORTS:

Auditor's Report, Year End June 30, 2009 – Exhibit: 5.a

Auditor's Report, Year End June 30, 2009 – Handout: 5.a1

Mr. Larry Nelson and Mr. Stewart Katter of Kerkoch Katter & Nelson LLP Certified Public Accountants, reviewed highlights of the audit reporting that all state requirements were in compliance for the 2008-09 college audit. The auditors gave the college a "Clean Opinion" which means that COCC's financial condition, position, and operations are fairly presented in the financial statements. It is the best type of report to receive from an external auditing firm.

President Middleton and the Board of Directors' thanked and complimented

- Kevin Kimball-Chief Financial Officer / Jim Jones-previous Vice President & CFO
- David Dona-Associate Chief Financial Officer
- Lisa Bloyer-Accounting Manager
- Lori Ortiz-Payroll, and
- Jan Fisher-Accounts Payable

and the entire fiscal services staff (accounts payable, payroll and financial aid) for their good work.

Ms. Connie Lee moved to accept the Auditor's Year End June 30, 2009 Report. Mr. John Overbay seconded. MCU. Approved. M01/10:1

Revenue and Expenditure Forecast – Exhibit: 5.b and 5.b1

Mr. David Dona-Associate Chief Financial Officer reviewed the key assumptions for 2010-2011-13;

Revenue Assumptions:

- State Aid Appropriation of \$450.5M for 2009/11, and \$473M for 2001/13
- State Aid to adopt distribution formula w/full equity of total public resources reached in 2010/11
- Current Year Property Tax increasing 4.4% over prior year
- Prior Year Property Taxes increase a 8% per year
- Tuition increases of \$4. For in-district – 5% for all other residency categories
- Enrollment increases of 7%, 3%, and 2% in the next three years
- Current year tuition up 25.3% based on enrollment trends
- ABE program and grant transferred to Auxiliary Fund for accounting purposes in fiscal year 2006/07
- PERS reserve transfer-in of \$250K in next two years, and \$300K in following two years; Summer Term transfer-in of \$300K in current and next two years
- Fees increasing in proportion to enrollment expansion

Expenditure Assumptions:

- Minimal salary increases for faculty and non-faculty
- Staffing levels increases 10% next year w/smaller increases in following years
- Health insurance projected increases at 10% next year and 12% in following years
- PERS 6% increases in each of next two years
- Minimal increases in Materials and Supplies, Outside Services and Administrative and professional travel and insurance
- Utilities, student field experience, repair and replacement, capital outlay increasing by 3%
- Transfers-out to Capital Projects fund of \$400K in next two years
- Underutilization averaging about \$200K in next several years, down from \$800K in recent past years
- A budgeted operating contingency of \$800K next year
- Estimated occupancy costs for new facilities of \$130K next year and \$250K in following years.

CONSENT AGENDA:

Mr. Charley Miller moved to approve the Consent Agenda (Exhibits: 5.a-1-3). Mr. David Ford seconded. MCU. Approved. M01/10:2

BE IT RESOLVED that the Board of Directors' reviewed and approved the Regular Meeting Minutes of December 9, 2009 (Exhibits: 6.a1);

BE IT RESOLVED that the Board of Directors' reviewed and approved the New Hire Report for December 2009 (Exhibit: 6.b1).

INFORMATION ITEMS:

Forestry Accreditation – Exhibit: 7.b

Ms. Diana Glenn-Instructional Dean introduced Dr. Michael Fisher-Associate Professor of Forest Resources Technology and Chair of Natural Resources. Dean Glenn reported that COCC is one of the first three community colleges in the United States that has been accredited by the Society of

American Foresters (SAF), noting that this is the first year the Society has accredited community colleges using the same criteria as university programs.

The SAF has granted initial accreditation to the COCC Forest Resources program which for its Associate of Applied Science degree program.

In addition, Dr. Fisher has been asked by the Society to be on the Committee on Forest Technology School Accreditation to review and implement standards.

The Board of Directors' congratulated Dr. Fisher.

Mileage Reimbursement-Rate Change – Exhibit: 7.c

The Board of Directors' were apprised of the mileage reimbursement rate decrease from 55 cents to 50 cents per mile effective January 1, 2010.

Season of Non-Violence – Exhibit: 7.d

Ms. Alicia Moore-Dean of Student & Enrollment Services reported that January 30 – April 4, 2010, is a national educational, media, and grassroots campaign dedicated to demonstrating that nonviolence is a powerful way to heal, transform, and empower our lives and our communities. COCC's Diversity Committee along with campus and community partners, are sponsoring the second annual "Season of Non-Violence" during the months of January, February and March 2010. The series of scheduled events honors Dr. Martin Luther King, Jr., Mahatma Gandhi, and Cesar Chavez for their work to advocate human rights using non-violent methods.

Veterans Tuition Policy/HB 2517 – Exhibit: 7.e

Ms. Alicia Moore-Dean of Student & Enrollment Services reviewed that in an effort to ease the transition to civilian life, the 2009 Oregon Legislature enacted HB 2571. This bill requires Oregon public universities and community colleges to charge out-of-state Veteran students tuition and fees no greater than the resident rate plus 50 percent of the difference between the resident rate and non-resident rate. She reviewed the provisions; COCC's residency policy; veterans classification overview; current COCC veteran tuition waiver program and a possible recommendation that will be presented at the February Board of Directors meeting.

EL 4, Financial Condition – Exhibits: 7.f, 7.f1 & 7.f2

The Board of Directors' were apprised of the "Financial Condition" which includes:

- Certification document to the President and signed by the finance department;
- Certification document to the Board of Directors and signed by the President.

Budget Calendar and Parameters 2010-2011 – Exhibit: 7.g

The Board of Directors' were apprised of the Budget Calendar and Parameters for 2010-2011.

OLD BUSINESS:

Culinary Institute – Exhibit: 8.a

President Middleton reviewed that COCC's culinary initiative has been in progress for almost five years and that the COCC Foundation has met its capital campaign goal of raising \$3M for construction of the facility. A table top model of the new facility funded by Hooker Creek, was available for viewing.

Mr. John Overbay moved to approve the President's recommendation to authorize staff to coordinate with YGH Architecture for completion of the construction drawings and authorize staff to submit site plans to the City of Bend, which will enable the bidding of the construction project to commence approximately in May 2010. Mr. Anthony Dorsch seconded. MCU. Approved. M01/10:3

NEW BUSINESS:

Local Public Contract Review Board – Exhibits: 9.b2, 9.b2(1), 9.b3

Ms. Julie Mosier-Purchasing, Procurement and Facilities Scheduling Coordinator, reviewed the Proposed changes to the Community College Rules of procurement (CCRP). The changes are intended to keep the College in agreement with the Participating Oregon Community Colleges (POCC) annual revision of the Rules of Procurement, as amended by the POCC and the Oregon Revised Statutes and Oregon Administrative Rules.

Ms. Connie Lee moved to approve the proposed changes to the Community College Rules of Procurement (CCRP). Mr. David Ford seconded. M01/10:4

Amendment to President's Contract – Exhibit: 9.e

Mr. Ed Fitch-Board Attorney reviewed the amendments to the employment contract for President James E. Middleton which implemented the same level of salary increase awarded to other administrative and professional staff earlier in the year.

Mr. Charley Miller moved to approve the amendments to the employment contract for President James E. Middleton. Mr. Anthony Dorsch seconded. M01/10:5

BOARD OF DIRECTORS' OPERATIONS:

Board Member Activities

- | | |
|-------------|--|
| Mr. Ford | Attended Culinary public meeting
Orientation w/Ron Paradis and Alicia Moore
Real Estate Committee meeting
Met w/Charley Miller and Matt McCoy re: development agreement
Attended College Affairs Committee meeting |
| Mr. Reeder | Real Estate Committee Mtg. – Bend
Met w/Jefferson County Commissioners
Attended two meetings w/Oregon Open Campus / Madras |
| Mr. Miller | Attended Culinary public meeting
Met w/Joyce Garrett re: President's Contract
Met w/Matt McCoy and David Ford re: development agreement
Phone Calls re: President's Contract |
| Mr. Overbay | Real Estate Committee meeting |
| Ms. Lee | Attended Culinary public meeting
Phone Call w/Charley Miller |

Dr. Garrett Agenda Planning Meeting w/President Middleton
Attended Culinary public meeting
Oregon Open Campus meeting re: facilities and general
Met w/Charley Miller re: President's Contract
Meeting w/Connie Lee re: Board Development
Working w/OCCA office in preparation for six weeks in Salem
Re: Legislative Session

Mr. Dorsch Phone call w/Charley Miller.

Board – Professional Development Matrix – Exhibit: 10.b

Chair Garrett reviewed the Professional Development Matrix asking board members to review Board Policy GP 13 – Board Professional Improvement and be thinking about individual and well as group participation in upcoming activities.

PRESIDENT'S REPORT:

President Middleton gave updates on the following:

- State is requesting COCC's affirming our next potential capital project by the end of February -
 - ❖ In May 2008 – the Technology Education Center was approved for legislative consideration for the 2011/13 biennium and General Classroom building for the 2013/15 legislative session;
 - ❖ Received funding for Tech Center one biennium earlier than anticipated;
 - ❖ Need to affirm General Classroom building or offer substitute;
 - ❖ May consider other options but proposal would likely go to bottom of list;
 - ❖ President Middleton has been asked to serve on the committee which reviews and ranks facility proposals;
- Gene Zinkgraf will serve as the “Director of Construction” for the upcoming building projects;
- COCC was able to get clarification on policy/approval elements w/CCWD that will allow the Health facility and additional classroom construction projects to proceed – with the aim of five additional classrooms by fall of 2010. RFP for architects will be out soon;
- Winter enrollment is paralleling recent terms with a likely 25% growth over the prior year and with a significant number of students still unable to get into desired classes.

ADJOURN: 9:00 PM

APPROVED;

ATTEST TO;

Dr. Joyce Lynn Garrett-Board Chair

Dr. James E. Middleton, President

Exhibit: 5.b1
February 10, 2010
Approve: ___ Yes ___ No
Motion: _____

Central Oregon Community College

Board of Directors

NEW HIRE REPORT – JANUARY 2010

<u>Name</u>	<u>Date Hired</u>	<u>Job Title</u>
Non-Faculty Nonbenefitted		
Jacobsen, Darlene	1/4/2010	Non-Faculty Nonbenefitted Inst
Part-Time Faculty		
Boehme, Laura	1/4/2010	Part-Time Faculty
Braaten, Kelly	1/4/2010	Part-Time Faculty
Brody, Celeste	1/4/2010	Part-Time Faculty
Dahl, Spencer	1/4/2010	Part-Time Faculty
Denton, Richard	1/6/2010	Part-Time Faculty
Hage, Boo	1/4/2010	Part-Time Faculty
Hartley, Patrick	1/4/2010	Part-Time Faculty
Medina, Lawrence	1/6/2010	Part-Time Faculty
Mohammadi, Nahid	1/5/2010	Part-Time Faculty
Sheldon, Todd	1/4/2010	Part-Time Faculty
Stark, Mary	1/6/2010	Part-Time Faculty
Wright, Aylett	1/5/2010	Part-Time Faculty

Central Oregon Community College
Board of Directors

Monthly Budget Status
Highlights of December 2009 Financial Statements

Cash and Investment

Cash and investment balances have decreased by \$1 million from the prior month to \$27.2 million. The December average yield is .684%, which is a slight decrease from the prior month's yield of .70%.

General Fund Revenues

The College received an additional \$1.2 million in property tax collections for December, which represents approximately 87% of the annual budget for property taxes. Property tax collections are projected to be slightly under budget for the fiscal year. Growth in enrollment continued for winter term resulting in additional tuition and fee revenue of \$712,000. The transfer of \$67,000 from the Summer Term fund and \$250,000 from the PERS Reserve fund have been delayed pending a review of operating results later in the year. The current year budget percentages for year to date revenues reflect the effects of the supplemental budget changes, which increased revenues related to enrollment growth.

General Fund Expenses

The financial statements reflect all necessary inter-fund transfers. The current year budget percentages for year to date expenditures reflect the effects of the supplemental budget changes, which increased expenses related to enrollment growth.

Budget Compliance

The budget includes the Supplemental Budget changes approved by the Board at the December meeting. All appropriation categories are within budget.

Central Oregon Community College

Exhibit 6.a
February 10, 2010

**Cash and Investment Report
As of December 31, 2009**

College Portfolio

Cash in State Investment Pool

Pool account 4089	\$25,445,719.79
Pool account 5482	\$329,877.44
Pool account 3624	\$397,553.80
Pool account 3707	\$188,527.10

December Average Yield .684%

Cash in USNB \$817,234.39

Cash on hand \$3,900.00

Total Cash \$27,182,812.52

Central Oregon Community College
Monthly Budget Status
December 2009

Exhibit 6.a
10-Feb-10

<u>General Fund</u>	<u>Adjusted Budget</u>	<u>Year to Date Receipts</u>	<u>Variance Over/ (Under) Budget</u>	<u>Percent of Budget</u>	<u>Percent of Prior Year Budget</u>
Revenues					
District Property Taxes:					
Current Taxes	\$ 11,576,000	\$ 10,127,751	\$ 1,448,249	87.49%	83.70%
Prior Taxes	557,000	438,960	118,040	78.81%	118.29%
Tuition and fees	13,596,782	9,058,454	4,538,328	66.62%	78.96%
State Aid	3,509,000	1,914,282	1,594,718	54.55%	48.56%
Interest & Misc. Income	125,000	6,895	118,105	5.52%	5.75%
Transfer-In	567,000	250,000	317,000	44.09%	100.00%
Total Revenues	\$ 29,930,782	\$ 21,796,342	\$ 8,134,440		
Expenses by Function					
Instruction	\$ 14,011,014	\$ 5,518,084	\$ 8,492,930	21.85%	41.50%
Academic Support	2,383,324	865,771	1,517,553	29.86%	46.88%
Student Services	2,994,613	1,389,667	1,604,946	29.59%	45.20%
College Support	3,829,841	1,963,533	1,866,308	34.31%	49.51%
Plant Operations and Maintenance	2,748,400	1,272,690	1,475,710	34.68%	52.36%
Information Technology	1,940,072	1,001,084	938,988	35.77%	49.65%
Financial Aid	11,385	5,985	5,400	20.62%	24.26%
Contingency	800,000	-	800,000	0.00%	0.00%
Transfers	2,791,154	2,791,154	-	100.00%	100.00%
Total Expenses	\$ 31,509,803	\$ 14,807,968	\$ 16,701,835		
Revenues Over/(Under) Expenses	\$ (1,579,021)	\$ 6,988,374	\$ (8,567,395)		

Central Oregon Community College
Monthly Budget Status
December 2009

Exhibit 6.a
10-Feb-10

<u>Other funds:</u>	<u>Adjusted Budget</u>	<u>Year to Date Receipts</u>	<u>Variance Over/ (Under) Budget</u>	<u>Percent of Budget</u>	<u>Percent of Prior Year Budget</u>
Debt Service Fund					
Revenues	\$ 1,621,953	\$ 1,250,827	\$ 371,126	77.12%	81.22%
Expenses	1,632,066	900,849.0	731,217	55.20%	27.50%
Revenues Over/(Under) Expenses	\$ (10,113)	\$ 349,978	\$ (360,091)		
Grants and Contracts Fund					
Revenues	\$ 2,046,273	\$ 462,852	\$ 1,583,421	22.62%	20.82%
Expenses	2,036,203	607,912	1,428,291	29.86%	26.72%
Revenues Over/(Under) Expenses	\$ 10,070	\$ (145,060)	\$ 155,130		
Capital Projects Fund					
Revenues	\$ 12,314,690	\$ 2,354,218	\$ 9,960,472	19.12%	54.14%
Expenses	15,693,199	2,136,896	13,556,303	13.62%	34.95%
Revenues Over/(Under) Expenses	\$ (3,378,509)	\$ 217,322	\$ (3,595,831)		
Enterprise Fund					
Revenues	\$ 4,619,653	\$ 2,354,218	\$ 2,265,435	50.96%	49.47%
Expenses	4,229,322	2,136,896	2,092,426	50.53%	45.03%
Revenues Over/(Under) Expenses	\$ 390,331	\$ 217,322	\$ 173,009		
Auxiliary Fund					
Revenues	\$ 6,332,113	\$ 3,507,561	\$ 2,824,552	55.39%	54.36%
Expenses	7,049,900	3,772,746	3,277,154	53.51%	46.44%
Revenues Over/(Under) Expenses	\$ (717,787)	\$ (265,185)	\$ (452,602)		
Reserve Fund					
Revenues	\$ 49,565	\$ -	\$ 49,565	0.00%	0.00%
Expenses	702,650	302,319	400,331	43.03%	65.16%
Revenues Over/(Under) Expenses	\$ (653,085)	\$ (302,319)	\$ (350,766)		
Financial Aid Fund					
Revenues	\$ 16,587,366	\$ 5,800,208	\$ 10,787,158	34.97%	55.23%
Expenses	16,634,430	6,035,895	10,598,535	36.29%	52.93%
Revenues Over/(Under) Expenses	\$ (47,064)	\$ (235,687)	\$ 188,623		
Internal Service Fund					
Revenues	\$ 314,838	\$ 168,685	\$ 146,153	53.58%	29.31%
Expenses	291,317	115,758	175,559	39.74%	36.83%
Revenues Over/(Under) Expenses	\$ 23,521	\$ 52,927	\$ (29,406)		
Trust and Agency Fund					
Revenues	\$ 7,719	\$ 1,498	\$ 6,221	19.41%	34.28%
Expenses	17,500	2,626	14,874	15.01%	0.00%
Revenues Over/(Under) Expenses	\$ (9,781)	\$ (1,128)	\$ (8,653)		

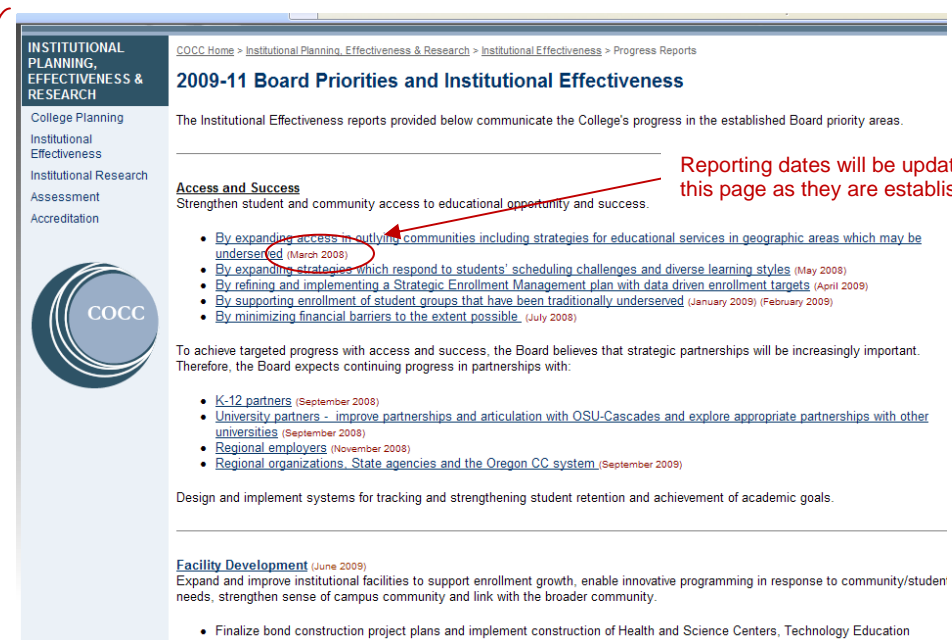
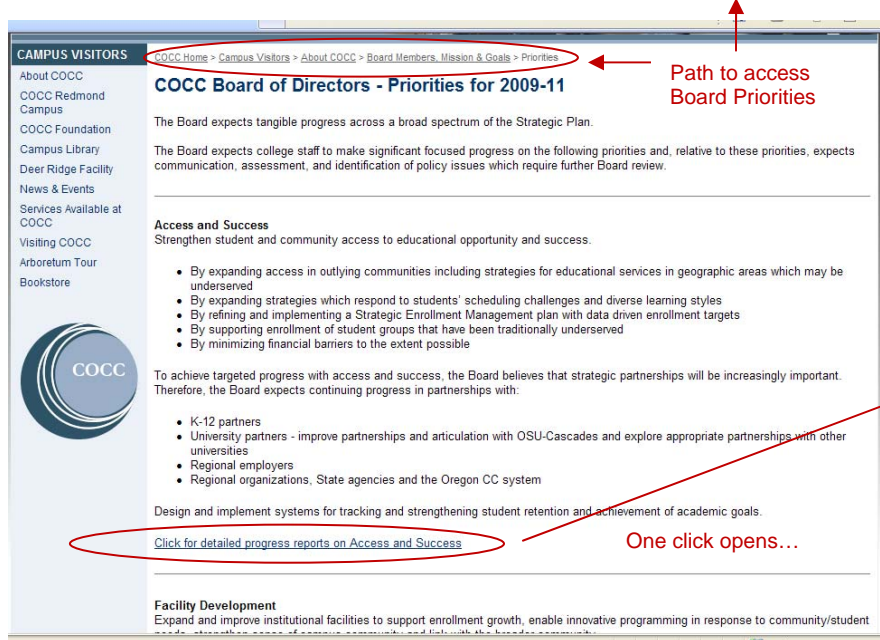
2009-11 Board Priorities: The Board adopted the 2009-11 priorities in December 2009 and set the expectation for college staff to make significant focused progress on the established priorities and, relative to these priorities, expects communication, assessment, and identification of policy issues which require further Board review.

2009-11 Institutional Effectiveness Reporting: The Institutional Effectiveness reporting process supports the assessment and communication of College advancements in the established Board priority areas. An overall map of reporting efforts (attached) will be used to guide the development of bimonthly (every other month) progress reports, which will be provided to the Board in the form of 4-6 page information items. The reports will also be available online (see below).

Board Priorities & Institutional Effectiveness Reporting Map: The reporting map (attached) ties each Board Priority to a proposed list of indicators and/or summary of potential activities the College believes best measures progress in each area. The map is provided as an internal document to be referenced by the Board and Executive Team, and predominantly used to direct the Institutional Research office in developing the bimonthly information items/progress reports. Reporting dates/months have not been identified on the map but will be available on the Board Priority & Institutional Effectiveness Reporting Website as they are researched and determined.

Board Priorities & Institutional Effectiveness Webpage:

COCC Home > Campus Visitors > About COCC > Board Members, Mission & Goals > Priorities



2009-11 COCC Board Priorities

<http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>

The Board expects tangible progress across a broad spectrum of the Strategic Plan.

The Board expects college staff to make significant focused progress on the following priorities and, relative to these priorities, expects communication, assessment, and identification of policy issues which require further Board review.

2009-11 Institutional Effectiveness Reporting Plan

<http://rap.cocc.edu/InstEffect/0709Indicators/default.aspx>

Also available via links from the Board Priorities Web page

The IE reports for 2009-11 will continue to communicate the College's progress in the established Board priority areas.

Access and Success

Board Priorities

Strengthen student and community access to educational opportunity and success. **(A)**

- By expanding access in outlying communities including strategies for educational services in geographic areas which may be underserved. **(A-1)**

- By expanding strategies which respond to students' scheduling challenges and diverse learning styles. **(A-2)**

Institutional Effectiveness Reporting

(A-1) Expanding access in outlying communities including strategies for educational services in geographic areas which may be underserved

- ✓ Online/Hybrid Credit Course Taking Behavior – number of students taking online/hybrid classes living inside/outside Bend
- ✓ College Now/Contracted Concurrent Course Offerings – number and location of courses offered in the area high schools.
- ✓ Student Activity by Location – summary of student activity inside/outside Bend by HC and FTE.
- ✓ Summary of Student Services available outside of Bend – summary provided by Student Services.
- ➡ Add information on the future facilities and specifically on the growth of the Redmond campus.

(A-2) Expanding strategies which respond to students' scheduling challenges and diverse learning styles.

- ✓ Online/Hybrid Course Offerings – number of courses offered / percentage of all credit offerings
- ✓ Number of Courses Taught Off Bend Main Campus – percentage of courses offered off the Bend Main campus
- ✓ Courses Taught at Non-Traditional Times – courses meeting outside 9 am and after 3 pm, courses without specific meeting times and weekend courses.

Access and Success (Strengthen Access) ... continued

Board Priorities

- By expanding strategies which respond to students' scheduling challenges and diverse learning styles. **(A-2) - continued**

- By refining and implementing the Strategic Enrollment Management plan with data driven enrollment targets **(A-3)**

- By supporting enrollment of student groups that have been traditionally underserved **(A-4)**
 - Latino**
 - Native American**

- By minimizing financial barriers to the extent possible **(A-5)**

Institutional Effectiveness Reporting

- ✓ Student Services Provided outside Traditional Times/Locations – summary provided by Student Services
- ✓ Course Scheduling – summary information on how and when courses are scheduled
- ➡ Include information on all non-traditional course offerings: Self-Paced, Challenge, Independent, Practicum, etc.

- (A-3) Refining/implementing SEM plan with data driven enrollment targets**
- ✓ Progress on the SEM Plan – latest draft of the SEM plan provided on the COCC Web under College Planning. Members of the SEM coordinating team will also provide updates to the Board.

- (A-4) By supporting enrollment of student groups that have been traditionally underserved: *Latino and Native American***
- ✓ Number of Students Enrolled – in specific populations and percentage of total COCC population.
- ✓ What type of classes are the students taking – ABE, ELL, Credit, etc
- ✓ District penetration rate – within the specific Race/Ethnicity
- ✓ Support Services provided to these populations – summary information on the support services provided to specific populations
- ➡ Student Success in specific populations - How well do the students do compared to general student population? Retention, successful completion, certificate/degree attainment...

- (A-5) By minimizing financial barriers to the extent possible**
- ✓ Financial Aid awarded to students – how much loan, grant and scholarship aid is paid to COCC students.
- ✓ Average FA paid and remaining cost – how much of the total cost of College does FA cover?
- ✓ Federal/State policies aimed at minimizing financial burden – summary of recent additions and changes to programs.
- ✓ COCC efforts at minimizing financial burden – summary of recent additions and changes to programs.

Facility Development

Board Priorities

Expand and improve institutional facilities to support enrollment growth, enable innovative programming in response to community/student needs, strengthen sense of campus community and link with the broader community. **(D)**

- Finalize bond construction project plans and implement construction of Health and Science Centers, Technology Education Center, Madras and Prineville campuses, and renovations for expanding general purpose classrooms – including appropriate project staff to ensure project success and long-term cost effectiveness.
- Finalize plans and construct Culinary Center and the related Campus Village project.
- Evaluate options for improved and expanded student housing and establish and implement a construction plan, if the Board endorses the project.
- Design and construct sustainable institutional facilities and establish third-party sustainability certification as appropriate.
- Assess and implement as appropriate partnerships to support facility initiatives.
- Attract Alternative financial contributions to support priority facility initiatives.

Institutional Effectiveness Reporting

(D) Expand and improve institutional facilities

- ✓ Planned Campus Facility Growth - *increased square footage compared to student enrollment*
- ✓ Go Oregon! Stimulus Funding – *summary of projects that are in process and funded by Go Oregon!*
- ✓ College Projects Summary – *Health and Science, Culinary Institute, Technology Center, Madras Facility and Prineville Facility*

With the passing of the Bond Measure, the Board Priorities in this area have expanded. As a communication plan develops around all the building/renovation initiatives, it will be shared with the Board.

The preliminary plan is for information to be shared predominantly through the COCC Web page, to include status updates and possibly web cameras positioned at various building sites in the district.

Assessment

Board Priorities

Develop and implement comprehensive planning and assessment systems that define institutional direction, assess student learning, and modify programs, systems and activity based on that assessment. **(E)**

- Integrate planning and assessment into accreditation activities and potential programs sponsored under pending Federal legislative support for community colleges. Articulate Core Themes and develop the broad objectives and indicators for measuring performance as consistent with new NWCCU standards.

Institutional Effectiveness Reporting

(E) Assessment

The nature of planning and assessment is for both to be taking place in all areas and at all levels of the institution. The focus for 2009-11 in this board priority area is to integrate activities into the revised accreditation process and into programs potentially sponsored by Federal funds.

To respond to this specifically, an information item will be prepared to summarize work towards accreditation and the status of any potentially funded programs.

Institutional Viability

Board Priorities

Institutional Effectiveness Reporting

Institutional Viability (F)

- Develop and implement sustainable systems which balance comprehensive quality programs and services with appropriate tuition and fee levels
- Develop alternative revenue streams for the college
- Ensure efficient and cost-effective operations
- Work to maximize to the extent possible fiscal and other support from the State

(F) Institutional Viability

To address College advancements in this area, a progress report may include status of the following programs/initiatives:

- ✓ Research being done around standardizing course and program fees
- ✓ The continued evolution of the Campus Village, as well as other leases and potential possibilities that may be available due to the progressing facility expansion
- ✓ Summary of activities including building efficiencies, process efficiencies (PeopleAdmin HR, bulk purchases, etc.) and past/planned efficiency audits.
- ✓ Summary of efforts to maximize capital and operational support at the state level, including both maximizing available dollars along with COCC Board/Staff commitment and representation on state committees.

Respond to regional student and business needs

Maintain open communication with students, various community groups and businesses, **(G)**

- Define potential new or modified programs and services,
- Assess operational and fiscal viability of such programs and services,
- Implement as possible within fiscal/operational capacity.
- Link college staff and initiatives to the community through support and leadership roles in organizations and community activities.

(G) Maintain open communication

This Board Priority we combined with Access & Success – Strategic Partnerships w/ Regional organizations, State agencies and the Oregon CC System

- ✓ Meeting Student Need – summary of how the College expanded to meet the increased student demand
- ✓ Business Focused COCC offerings – summary of the credit and non-credit programs and services offered to support local business
- ✓ Community Involvement – summary of community groups where staff have volunteered or served in leadership roles
- ✓ Collaboration/Partnerships with Regional and State Agencies – summary of organizations and agencies with which the College has close working relationships

Board Priorities and Institutional Effectiveness | 2009 - 2011

BOARD PRIORITY

Access and Success – Strengthen student and community access to educational opportunity and success

METHOD

By supporting enrollment of student groups that have been traditionally underserved

MEASUREMENT

- ✓ **Latino Students**
- ✓ **Native American Students**

TARGET

COCC's Strategic Enrollment Management (SEM) planning process prioritized two institutional goals to be met by the end of 2011-12:

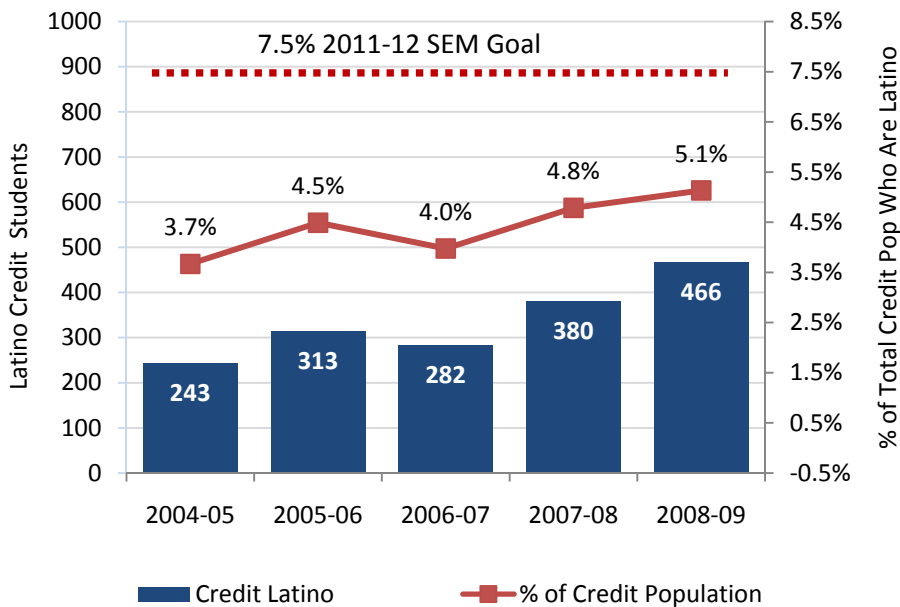
- **Latino** students will represent 7.5% of annual credit headcount
- **Native American** students will represent 3.5% of annual credit headcount

COCC STRATEGY & PROGRESS

To achieve targeted progress with student access and success, the Board believes it necessary to support the enrollment of student groups that have been traditionally underserved. Using historical COCC enrollment figures and national trend information, the Strategic Enrollment Management (SEM) team originally determined four traditionally underserved populations: Latino, Native American, students with less than a high school education and students from low income families. The 2009-10 SEM plan further narrowed this population to **Latino** and **Native American** students, in order to strategically address the concerns relevant to these students.

✓ Latino Students

Latino Credit Students and Percentage of Total Credit Population



From 2006-07 to 2008-09 the Latino credit population increased 65%.

For the 2009-10 academic year, 422 Latino credit students have already enrolled. This is 91% of the 2008-09 total.

In order to meet the 2011-12 SEM goal of 7.5% of the total credit population, the Latino credit population would need to increase by over 200 students (assuming the overall COCC credit population remains constant).

Board Priorities and Institutional Effectiveness | 2009 - 2011

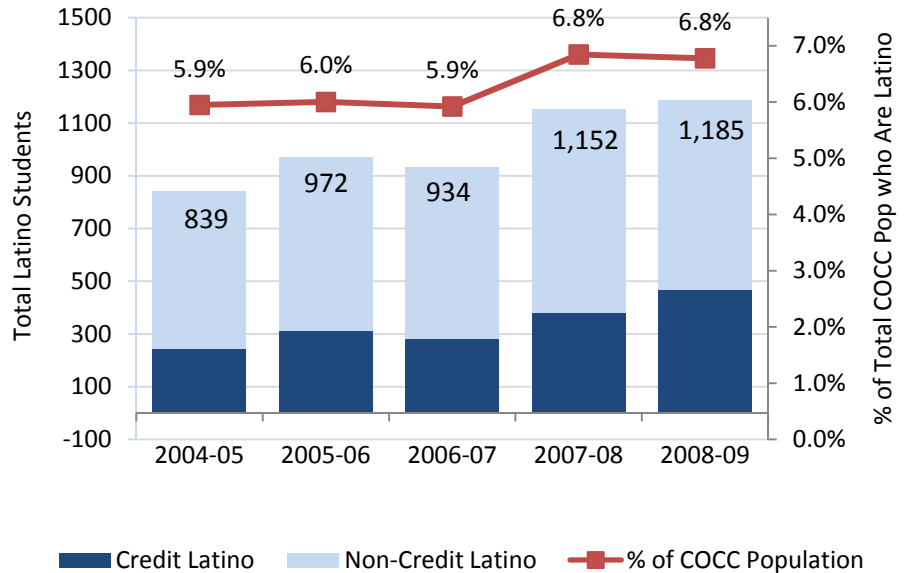
Total (Credit and Non-Credit) Latino Students and Percentage of Total COCC Population

The percentage of COCC students who are Latino has remained consistent since 2007-08.

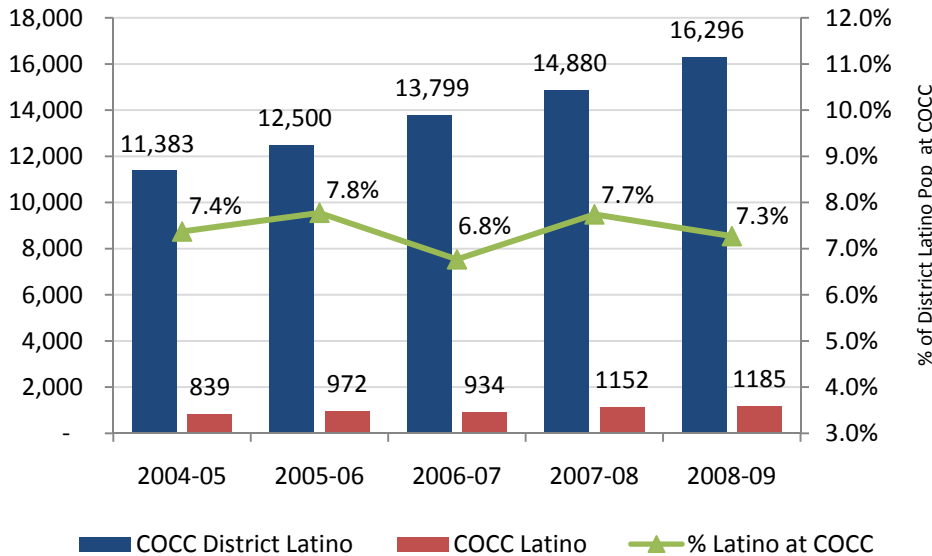
For the 2009-10 academic year, 820 Latino students (credit and non-credit) have already enrolled. This is 70% of the 2008-09 total.

Historically, the majority of Latino students are non-credit. In 2008-09, 61% of Latino students enrolled only in non-credit courses and 39% enrolled in credit courses.

48% of Latino students (both credit and non-credit) enrolled in an English Language Learning course in 2008-09.



COCC District Penetration Rate for Latino Population



The tri-county (Deschutes, Jefferson, Crook) Latino population experienced steady growth over the last 5 years.

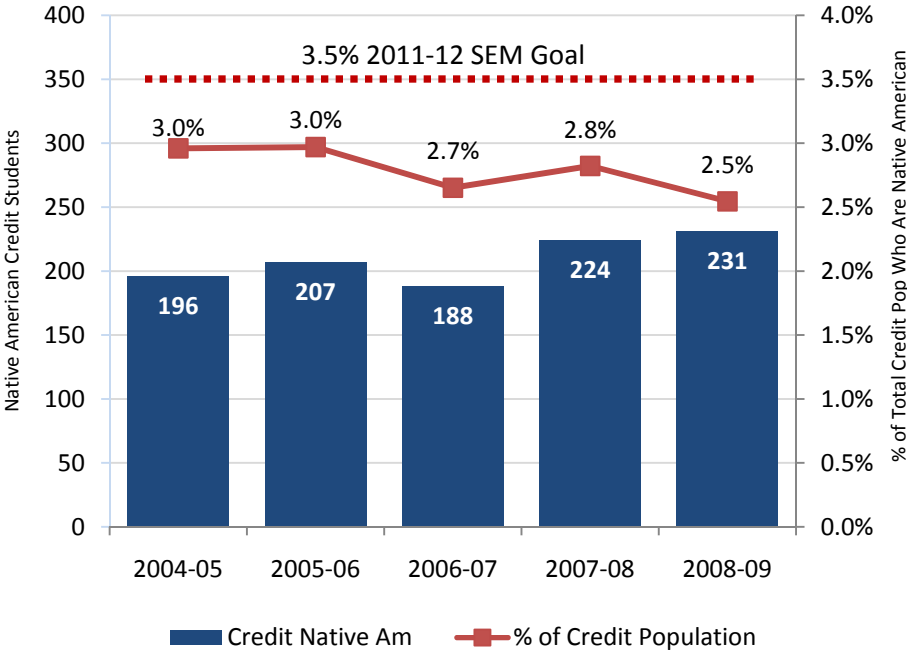
COCC's total Latino enrollment has not kept up with this growth as the penetration rate is at its second lowest point in the past five years.

Source: U.S. Census Bureau – population estimates include all ages and are calculated July 1 of given year.

Board Priorities and Institutional Effectiveness | 2009 - 2011

✓ Native American Students

Native American Credit Students and Percentage of Total Credit Population



From 2006-07 to 2008-09 the Native American credit population increased 23% while their percentage of the total credit population decreased.

For the 2009-10 academic year, 233 Native American credit students have already enrolled. This exceeds the 2008-09 total.

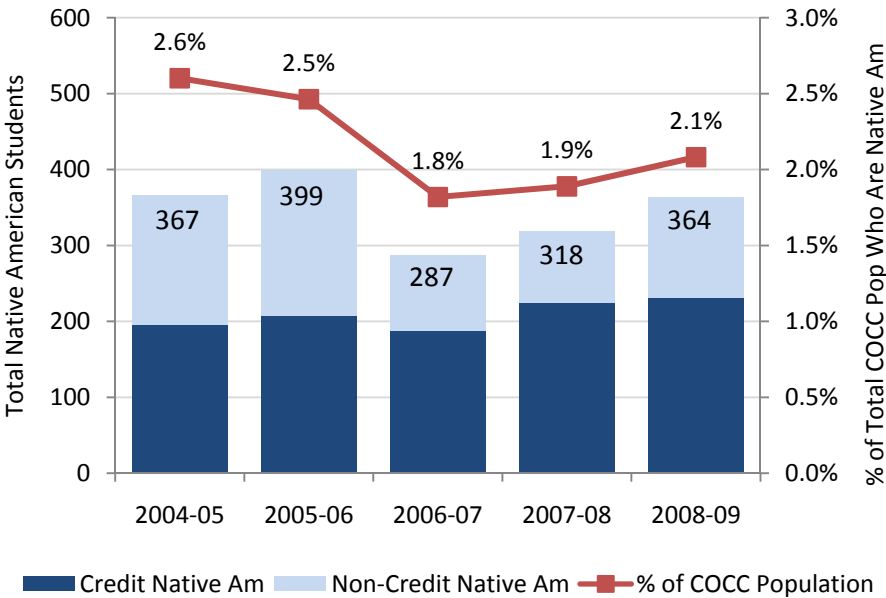
In order to meet the 2011-12 SEM goal of 3.5% of the total credit population, the Native American credit population would need to increase by nearly 100 students (assuming the overall COCC credit population remains constant).

Total (Credit and Non-Credit) Native American Students and Percentage of Total COCC Population

The percentage of COCC students who are Native American is starting to rebound after the low in 2006-07.

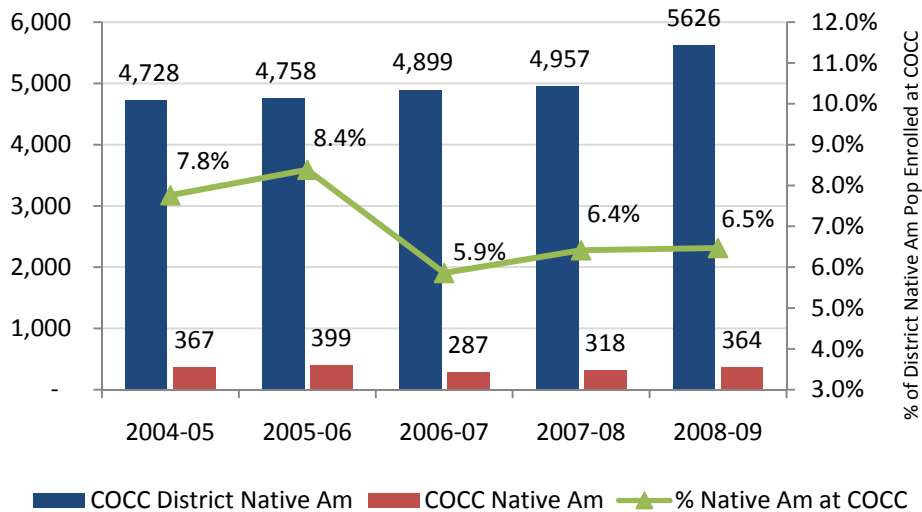
For the 2009-10 academic year, 281 Native American students (credit and non-credit) have already enrolled. This is 77% of the 2008-09 total.

In 2008-09, 63% of Native American students enrolled in credit courses and 37% enrolled only in non-credit courses.



Board Priorities and Institutional Effectiveness | 2009 - 2011

COCC District Penetration Rate for Native American Population



The tri-county (Deschutes, Jefferson, Crook) Native American population experienced a 13% increase from 2007-08 to 2008-09.

COCC's penetration rate in serving this population is steadily increasing from its low point in 2006-07.

Source: U.S. Census Bureau – population estimates include all ages and are calculated July 1 of given year.

Resources Available to Support the Latino and Native American Populations

The College's **Adult Basic Education/College Preparation program** provides classes in Bend, Madras, Prineville, Warm Springs, and Redmond. In 2008-09, approximately 55% of COCC's Latino population and 25% of COCC's Native American population enrolled in one of these classes. The goal of the program is for students to move into GED/College Prep classes and eventually to college credit classes. Partial scholarships are available to students to help pay the \$15 per term registration fee or purchasing texts. Bilingual tutoring and support are also made available for non-credit and transitioning credit students.

The **Oregon Leadership Institute (OLI)** is a program geared towards encouraging Latino high school students to pursue post-secondary education by connecting them to college student mentors. The COCC curriculum trains college students to be mentors for high school students. The mentors learn skills in leadership, team building, conflict resolution, intercultural communication and public speaking. They use these skills to facilitate OLI sessions, communicate with the high school students and their families, and support the cultural emphasis of the program.

Beginning winter 2007, the College **contracted with the Confederated Tribes of Warm Springs to provide credit classes** – nine total – for Head Start teachers to obtain their AAS degree in Early Childhood Education and possibly their BA from OSU Cascades. To support this successful program, and other Warm Springs credit students, placement testing and general and academic advising is provided in Warm Springs. The College also trains Warm Springs residents as “mentors” to provide local support and guidance.

Summer Bridge classes, developmental credit classes in writing and math, are offered each summer in Warm Springs to Native American students who will be going on to College the following year, some to COCC, many to tribal colleges.

The College's **Student and Community Outreach Coordinator** provides bilingual enrollment related services in Redmond, Madras, Prineville and Warm Springs with the primary goal of connecting with community members and encouraging residents to attend COCC.

COCC's Multicultural Center (MCC), a community/student center, and **COCC's Diversity Coordinator** promote diversity on and off campus through programming and related student services. Both are resources

Board Priorities and Institutional Effectiveness | 2009 - 2011

to Latino and Native American students as they collaborate with other COCC and community groups and programs to provide cultural events and foster respect for differences.

COCC's **Native American Program and Native American Program Coordinator** help ensure Native American students have a successful college experience. The program's primary mission is to help recruit and retain Native American students by providing support services directly to students, as well as culturally enriching activities for the campus community.

The **Associated Students** (ASCOCC) sponsor the Latino, OLI and Native American Clubs.

WHAT NEEDS TO BE DONE

Beginning winter 2010, the Strategic Enrollment Management (SEM) Coordinating Team will convene two task forces to research and develop strategies to help recruit and retain Latino and Native American students. The most promising strategies will be recommended to the SEM coordinating team and eventually the executive team for possible funding and implementation. The intent of this process is to look to best serve these students in innovative and successful ways in order to further foster a sense of belonging and promote academic excellence.

COCC's Adult Basic Education/College Preparation (ABE/CP) program continues its focus toward **establishing student educational goals and skills in preparing for and entering college** instead of solely earning a GED or high school diploma. By emphasizing this in all courses, the hope is that more traditionally underserved students will make it beyond secondary level and succeed in college.

FACTORS AFFECTING RESULTS/PROGRESS

English Language Learning (ELL) classes in Bend remain under-enrolled since many COCC ELL students were in the construction trades, and as this field of work has dwindled, many potential students have moved out of the area. As a result, it has become a challenge to fill Bend ELL classes for the first time in 20 years.

Funding provided by Warm Springs for college classes on the reservation remains a significant challenge especially for working adults. As recently as winter 2010, the College was unsure if planned credit classes for Head Start teachers would be offered. Though distance learning could benefit this population, the reservation is geographically dispersed and many areas do not have internet access. Another factor affecting the College's ability to help improve educational attainment is the number of social issues impacting the Native American community, including a high number of families living below the national poverty level.

A Madras campus building is in the planning stages, thanks to the passage of the COCC Bond in November. This building will support underserved students in the northern regions of the district by increasing the number of COCC programs and services available to them, closer to where they live and eliminating the burden of a substantial commute. More information on the Madras building will be provided in a later report.

ABOUT THE DATA

The report and chart information was prepared by Chris Egertson, Research Analyst, and coordinated by Brynn Pierce, Institutional Research.

Contributions to the narrative supplied by Carol Moorehead, Dean of Continuing Education and Extended Learning; Dianne Dean, Director of Adult Basic Education; Margie Gregory, Tutor Coordinator for Adult Basic Education; Alicia Moore, Dean of Student & Enrollment Services; Matt McCoy, Vice President for Administration; Karen Roth, Diversity Coordinator; Justine Connor, Native American Program Coordinator.

For more detailed information, contact the Institutional Research office – ir@cocc.edu

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

INFORMATION ITEM

Math requirements for Career Technical Education (CTE) certificates and degrees at COCC.

Prepared by: Doug Nelson and Mary Jeanne Kuhar

Issue

1. To determine if CTE degrees and certificates at COCC are satisfying the required 30 hours of computation
2. To determine if existing math courses required by in CTE programs are the appropriate courses that teach the skills necessary for students to succeed in the profession

Discussion/History

CCWD asked all community colleges to evaluate the math requirements for existing CTE degrees and certificates to determine if the required math courses fit the state requirements for 30 hours of college level computation. A statewide task force met to define the initiative and provided guidance for all community colleges to evaluate their existing program courses. Representatives from COCC provided leadership developing this process. In conjunction with the faculty in the Mathematics Department, the math requirements for COCC's CTE programs were reviewed last fall. As a result of this review process, several CTE degrees and certificates revised their math requirements to be more in tune with the skills needed in the profession. The math faculty also offered to work with program instructors to embed certain math skills in program courses.

Another outcome of the review process was the determination that a few programs, such as Health Information Technology, Massage Therapy, Addictions Studies, and Criminal Justice needed their students to have math skills that could not be easily obtained by taking one math course. To help these programs, the Mathematics Department is currently designing a specific math course to serve their students. This new course will be offered beginning fall 2010.

This year-long process demonstrates a unique strength of COCC, that is the willingness of transfer and CTE faculty to work together to provide all students with the best learning opportunity and environment needed to meet their educational goals in a timely fashion.

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

INFORMATION ITEM

Prepared by: Julie Smith-Executive Assistant
President and Board of Directors'

A. Issue

First Reading on revisions of Board Policies:
BPR 5: Appointment of Acting President
BPR 6: Order of Administrative Responsibility

B. Discussion/History/Changes

BPR 5: APPOINTMENT OF ACTING PRESIDENT

In the absence of the College President, an individual holding ~~any one~~ either of the following positions: ~~Vice President and Chief Financial Officer~~, Vice President ~~Institutional Advancement~~, **for Administration** and Vice President for Instruction, may be designated by the College President to serve as Acting President of Central Oregon Community College for short periods of time, not to exceed 30 consecutive working days at a time. Acting President of Central Oregon Community College for periods in excess of 30 working days shall be selected by the Board of Directors.

BPR 6: ORDER OF ADMINISTRATIVE RESPONSIBILITY

In the absence of the College President and when an Acting President has not been named, administrative responsibility shall reside with:

1. Vice President for Instruction
2. ~~Vice President and Chief Financial Officer~~ **Vice President for Administration**
3. ~~Vice President for Institutional Advancement~~

In the absence of ~~all of~~ the above, the president or his/her designee shall designate the person who has administrative responsibility.

**Central Oregon Community College
Board of Directors
RESOLUTION**

Prepared by: Alicia Moore, Dean of Student & Enrollment Services

A. Action under Consideration

In alignment with Oregon House Bill 2571, approve the following COCC Veteran Student Waiver Policy:

Assess out-of-district or out-of-state chapter 30, 33, 35, 1606 and 1607 Veteran students at a new residency/tuition classification beginning summer term 2010: non-resident Veteran student.

The non-resident amount will be calculated to be the resident rate plus 50% of the difference between in-district (resident) rate and out-of-district/border state rate and complies with recent Oregon legislation. In order to receive this benefit, Veteran students must have submitted all required paperwork to the COCC Veteran Student Coordinator by the Friday prior to the term's start. Requests received after this date will be considered for the following term. Per the College's standard residency policy, a non-resident Veteran student will be classified as an in-district resident after two years of enrollment.

HB 2571 provides three possible exemptions, which are detailed below. Given the significant amount of staff time and limited budget impact associated with exemptions 1 and 2, the College recommends only implementing exemption 3.

B. History/Background

The Department of Veteran Affairs currently has six different classifications for veteran students:

- Chapter 30: Montgomery G. I. Bill eligible
- Chapter 31: Veteran Vocational Rehabilitation (job-retraining for Veterans with a specific disability rating)
- Chapter 33: Veterans called to active duty post September 10, 2001
- Chapter 35: Dependents of veterans who were 100% disabled or deceased as a result of military service
- Chapter 1606: National Guard Reserve veterans
- Chapter 1607: National Guard Reservists called to active duty

In an effort to ease the transition to civilian life, the 2009 Oregon Legislature enacted HB 2571. This bill requires that Oregon public universities and community colleges charge out-of-state Veteran students tuition and fees no greater than the resident rate plus 50 percent of the difference between the resident rate and non-resident rate. The bill also contains the following exemptions:

1. If a student receives federal Veteran tuition benefits in excess of the tuition and fees charged, the student will pay the full tuition and fees assessed;
2. Distance education and self-support courses can be charged at full tuition and fees;
3. If a non-resident Veteran student is receiving federal vocational rehabilitation benefits (aka, "Chapter 31" students), that student shall pay the full nonresident tuition and fees assessed.

Enacting exemption 1 proves difficult in that College staff often will not know the amount of a Veteran student's benefits until weeks after tuition is due. Waiting until this point will require significant staff time to manually intervene in several automated processes associated with a student's account and later manually assess appropriate tuition charges. Additionally, how Veteran benefits are calculated vary for each Veteran depending upon their classification and as such, are not easily predictable.

Exemption 2 is also problematic in that it would require manually reviewing each non-resident Veteran student's schedule each term to determine if the student took a qualifying course and then manually adjusting the student's tuition for specifically for that course.

Exemption 3 can be enacted with no manual adjustments or significant impact on staff resources.

C. Options/Analysis

- Approve the addition to COCC Veterans' Tuition Waiver as proposed.
- Not approve the addition to COCC Veterans' Tuition Waiver as proposed.
- Recommend other actions or criteria.

D. Timing

Approval is requested at this time.

E. Recommendation

Recognizing the sacrifice made by members of the U. S. Armed Forces, and wanting to expand educational and training opportunities for these students, be it resolved that the Board of Directors of Central Oregon Community College approves the amendment to the current Veterans' Tuition Waiver program as detailed in section A of this resolution.

F. Budget Impact

In 2007-08, COCC had 18 out-of-district, 15 border state and three out-of-state Veteran students; during the 2008-09 academic year, the College had 21 out-of-district, 21 border state and three out-of-state Veteran students. Adopting the proposal as recommended would impact the College by approximately \$6,000 annually in lost tuition revenue. The full Veterans Tuition Waiver policy will be monitored annually and reviewed as part of the College's budgeting process.

Exhibit: 8.a
February 10, 2010
Approved: ___Yes___No
Motion: ___

Central Oregon Community College
Board of Directors

RESOLUTION

Prepared by: James E. Middleton-President

A. Action Under Consideration

Approve COCC submission of General Classroom Building for potential legislative funding for 2011/13 session.

B. Discussion / History

In May, 2008, COCC submitted requests for funding for both the Technology Education Center in Redmond and a General Purpose Classroom (including classrooms, computer lab, tutoring, and offices) for the Bend Campus. State funding for the Technology Education Center was included in the 2009/11 State Budget and the local match was subsequently provided through the successful November 2009 COCC Bond. No State funding has yet been allocated for a General Purpose Classroom. CCWD has requested that by the end of February COCC either affirm submission of the general Purpose Classroom, remove it from consideration, or substitute with another project. Substitute projects traditionally drop to the “end of the line” for funding priority.

The May 2008 General Purpose Classroom proposal requested \$7,154,154 for a 36,000 SF facility to be constructed in 2013. COCC would be required to contribute an equal amount. With changes in the construction market, there is strong potential that a 36,000 SF facility could be constructed at significantly less the 2008 estimated costs.

C. Options / Analysis

1. Direct staff to submit a proposal for the original \$7,154,154.
2. Direct staff to submit a revised proposal at a reduced amount recognizing reduced construction costs.
3. Direct staff to withdraw the General Classroom proposal.
4. Direct staff to substitute another project.

D. Timing

Response to the CCWD request is needed by February 28, 2009.

E. Recommendation

The President recommends that the Board of Directors' for Central Oregon Community College, authorize COCC's submission of the General Classroom funding proposal at revised costs based on staff's assessment of an approved revised cost, based on changes in the construction industry.

F. Budget Impact

Staff's preliminary estimate is that the facility would cost between \$10.7 to \$12.3 million if constructed in 2013. This would require approximately \$5.35 to \$6.15 million in COCC local match. Staff would not anticipate a new bond to meet these expenses. A portion of this amount would be available in the Capital Projects reserve fund. If funded solely through the General Fund over fifteen years, approximately \$475,000 per year would be needed. Annual transfers to the Capital Project over the next three years could substantially reduce this potential future cost.