

**Text Transcript of Central Oregon Community College Board Meeting Date:
September 9, 2020**

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>> Hi.

>> Hi Erica.

>> Hi. I'm going to try to do this over my phone app. We'll see how it goes.

>> Erica, this is Jenn. Can I start the live stream? Or do you need a minute?

>> Um, well, I can hardly see anything. It still says I'm connecting. Can you see my video?

>> No.

>> Okay. Maybe the video isn't going to work. But we can start. So, yes. I think so. And then if at any time my internet comes back up. I will just switch to that, like back to the computer.

>> Um, okay. Is-- I'm new to this, but is it possible that the Vice Chair can lead the meeting in this case? Is that protocol?

>> Um, I suppose-- [Speakers Overlapping]

>> I think that's Erica's call.

>> Is-- you're not saying--

>> I don't think that's necessary, right? As long as Erica can hear us -

>> Yeah. I mean, I can hear everybody. So-- I mean, it's-- I think it will be fine.

>> Great. Okay. Good. Um, well, I am going to activate the live stream.

Actually, you know what? Steve, if you are able to activate it, it has not remembered any of my settings in here although they were all entered in yesterday. Are you able to do it on your end? I know you're a cohost.

>> Yeah, except we set up a separate, different live streaming system. I could stream it straight to Facebook. But I don't know how to stream it to the vendor that you set up.

>> Oh, I set it up with, uh, the one that we had last time. I can stream live to Facebook. I can do that right now. Or maybe I can't. Yep. If you can do that, Steve. Sorry about that.

>> I'm sorry. I'm not seeing-- I don't see that ability for me, Jenn.

>> I'm sorry, everyone. I tested this yesterday. I am going to, uh-- I'm going to troubleshoot this, and we will start it in just a second.

>>

>> Laurie, this is Alan. While we're waiting, I have a question to you. I got an email today that said, final board packet. Is it any different than the one we got in the mail?

>> It shouldn't be.

>> I didn't know. And I was going to look all the way.

>> You don't have to. I think you're safe with what you got in the mail.

>> Thank you.

>> If it makes people feel better, a couple of weeks ago right in the middle of council meeting, we were going over two hours in a work session. We were right in the middle of a visitor session for the council, Ben had major connectivity issues. And we were about 50 minutes, texting each other. Hey, are you on? What's going on? He eventually got on, went until 10:00 o'clock. I've in fine mood right now because that's not going to happen tonight.

>> I'm going to do my best to make sure we don't go until 10:00 o'clock. I'm really sorry about this. I am completely unable to live stream in any capacity. Dan, I don't know if you have capacity. I'm going to keep troubleshooting.

>> Alicia is trying to reach Amy. To see if she as a back up way to do that.

>> This is making me not feel so bad to not my internet have go down. I'm in solidarity with you.

>> Dan, were you going to say something?

>> I've got the same issue as Steve the way we're configured. Even though we can be cohosts, I don't have the ability from my console right now to be able to live stream with the Facebook.

>> Okay. Well, I guess I see folks getting on the phone and troubleshooting this. I'll share with folks that today has been-- I don't know about your day, today has been really busy at the college. It was our annual Fall kick off day. And of course, this year, we had to do everything virtually. So we typically have a program with everybody in person and in the coat center. And there are breakout sessions to do various kinds of professional development activities. And there's a speech by me. And there are some fun co-presenters from the staff. That was quite the technology feat going with hundreds of people. that went relatively smoothly. So I feel like we've made it to the end of the day, and this is kind of the first tech glitch we're facing. I'm sorry it's happening, but we made it this far. But we'll get there. You can say that I am absolutely no help in this situation. I am not the one on the phone. I've got all of our smart tech people at work to solve the problem.

>> Looks like Dan's the host now. So that may be able to move quicker.

>> Dan, I just made you the host.

>> Okay, now it came up on my console. I'll get it live stream. It should be about a minute.

>> Thank you all. I'm so sorry.

>> It's all right. these things happen. It's probably the only moment of peace everyone's had in their day so far. [Laughter].

>>

>> Looks like Dan has it live on Facebook.

>> Yeah, I see the message that says, meeting is now streaming live on Facebook. Victory!

>> Okay. Are we safe in calling the meeting to order?
>> We do.
>> Okay. Let's do this. Okay. So I am going to call to order the Central Oregon Community College Board of Directors meeting for September 9, 2020. I'm going to let Jenn start the role call.
>> Thank you, Erica.
>> Joe-- [Call meeting to order].
>> Alan Unger.
>> Here.
>> Erica Skatvold.
>> Here.
>> Jim Clinton.
>> Here.
>> Bruce Abernethy
>> Here.
>> Oliver Tatom.
>> Here.
>> Laurie Chesley.
>> Here.
>> Cathleen Knutson.
>> Here.
>> Dan Cecchini.
>> Here.
>> Betsy Julian.
>> Here.
>> Mat McCoy.
>> Here.
>> Sharla Andersen.
>> Here.
>> Joe Viola.
>> Here.
>> Alicia Moore.
>> Here.
>> And myself, Jenn Kovitz. Present.
>> All right. Thank you, Jenn.
>> Jenn, Dave is also here.
>> And Zach. And
>> And Laura.
>> You guys, I might have my internet back. um, is it-- let me try to click in really fast because that would be nice if I could attend and have a visual.

Okay.

>> There we are.
>> Yeah! Now I'm supposed to share-- and I'm connected. Yay. Look at all of you. Hi! [Laughter]. Thank goodness it came back up. Okay. So I move to the next agenda item which is agenda changes.
Um, I have one that I would like to propose. And it's taking the-- [Off Mic]. Off the agenda for today. And, um, the reason being that they're quite detailed. But there are some details missing. And I would like them to look more how we've done minutes in the past which is high level because we have the recording now. So at any point you can go back and

see any detail of the meeting and get it in full context versus reading it on paper which may or may not show the full context.

So, um, would anybody mind recording me and proposing a motion?

>> I think you can do it, say you're going to-- [Off Mic].

>> Okay. So does it-- I thought it needed to be a motion for me to be able to change it though.

>> You're the Chair. In my sense, I agree with Alan. Given that minutes are the only thing on the concept that anybody can ask to remove something, [Off Mic] you would then need a motion to approve the agenda, even though-- [Off Mic]. I think you're good.

>> Okay, then I'm going to remove them. So that's my only agenda change. Does anybody have anything else they would like to propose?

Okay. All right. Thank you. So we'll move onto a public comment. Jenn do you have any public comment?

>> No, there's no public comment.

>> Okay. Thank you.

>> And then we're going to skip past the consent agenda because the minutes were the only part of it. Onto information items. So we'll start with financial statements, Cathleen?

>> Yes, does the board have any questions regarding the financial statements?

>> We never do. [Laughter].

>> [Laughter].

>> Thank you.

>> And the bottom line is positive. That's great.

>> Yeah, that's a good thing. It's a good thing.

>> Okay. So moving onto the next item which is the IT update. And just as-- so that everybody knows, this is Dan's last board meeting with us. So after twelve years of service to COCC, he's retiring. I just wanted to make sure that we make a point of this before we go through a long, intensive IT update that was very impressive. Thank you, Dan for your service. And putting up with all the questions we ask all the time and making sure that everybody has access to internet.

>> Thanks. Thank you. I just want to echo what Erica said. Looking through this, this is-- it really has sort of your fingerprints and your style all over it. It's very thorough. It's very comprehensive. And it's really just a testament to how you really work with other people on your team and just grown that department and just the sheer numbers of equipment and people that you touch on a daily basis. Really appreciate that, how you've gotten us to where we are right now and appreciate your service over the many years. Thank you.

>> Thank you, thank you very much, Bruce.

>> This is Alan. I second that, too. It's been a pleasure.

>> Thank you, Alan. Thanks. Yeah, I mean, I appreciate-- to be the point guy for this, the kudos go to the team. And I've been fortunate over the 14 plus years I've been at the college, almost everybody who is in the department now is somebody I hired directly or had something to do with hire. There are two people that I hadn't hired before me. They are the ones that do all the hard work and heavy lifting and gotten the college to where it is. I appreciate the kudos. But it's those folks that have done all the real work and done all the technical designs and implementation for everything.

So I appreciate that. Thank you very much.

Thank you, Bruce, for the comments on the report. I thank you for that. I just want to say that everybody in the department had something to do with this report. And actually, drafting this report, it's got my name on it. But the people who report directly to me, Erin James, Perry, Steve, Darren, Wesley, and Elizabeth, Allison are the ones that did a lot of it, the work that created this, formatted, and make it, I hope, an easily digestible form for people that don't live and breathe technology. So I want to give kudos to those folks for all the work they did to create this report.

Did you want me to do-- I've got a short presentation to cover this for anybody who didn't do their homework and read the report ahead of time. And even if you did, I still have the presentation.

>> We'd like to see the presentation.

>> Oh, good. I'm glad you asked.

>> [Laughter]. Yeah. Thank you.

>> There's more to the story relative to what's been written. I look forward to it.

>> It's not long, but it gives me a chance to answer questions you might have about it.

Can everybody see that all right?

>> Yep.

>> All right. So we'll jump into this. This follows along the basic structure and outline in the report in the sections we have in there. We started addressing the COVID-19 changes that occurred, you know, across the world, of course. But, you know, we're concerned right now with in the college. And so, you know, IT S laid out the back crowned the so that instruction and support services can continue without having people On-Premise after the end of March.

And so this is just to give you an idea. This is the ITS team's day jobs. And so we've got 19-- we've got about 26 people. And you can see there's a lot of stuff that's going on. A lot of balls they're juggling. And-- and during the whole time, while we were rolling out this new remote technologies which I outlined in the report, I want to make the point that IT kept the systems healthy and functioning while we ramped up the remote technology. As Maury said, you know, nothing broke, right? Nothing broke for the user at least. A lot of things were happening behind the scenes but everybody was addressing it, fixing it rapidly so the end user experience, it looked like everything kept rolling along. It's a lot of work to do that. Because I don't have a special separate project team. Everybody's doing the daily maintenance a while there, addressing in this case a crisis to get systems up and running. That's what happened with the COVID-19.

And it's hard to tell you how much work that the people did to make this happen. And it wasn't like there weren't any road bumps. There were dead ends that happened that people would shift and correct course and make sure that things were up and running because everybody takes it seriously to make sure that the student experience is the thing we focus on mostly. But that means that the faculty have to have a good system to work with. And all the support services have to have that also. So, you know, we take a lot of pride in that and everybody worked hard to make sure that happened.

And as I outlined in the report, we started planning for this in the end of February. We did some all hands meetings, brainstorming, thinking about we're going to do. And by early March we had a whole bunch of

scenarios in place in terms of what we might do. When the decision was made by both the Governor and President Chesley based on the Governor's directive to not have classes for the rest of the spring term and the summer and the Fall in person, you know, we started thinking about a couple of things. One was the deployment of the technology. And the other was training COCC employees because we recognize not everybody thinks this stuff is interesting and cool as we do.

Like Dave, he thinks that, you know, budgets are interesting. So we started setting up these training sessions on Fridays. So we have tech Fridays, TechTalks on Fridays to start getting everybody up to speed on what the new technologies were so they can connect back to their homes right back to the COCC network, to the servers. There's a lot of work to make that happen. But the ITS teams made that happen.

And I'll back up quickly. You see folks here with masks and face shields on. While this was happening we also had, you can see up in the, on the upper left-hand side, that's in our drop in labs. And our drop in labs stayed open all through the spring and Fall. They'll be open-- the summer-- they'll be open in the Fall. This provided access to students for technology. Not everybody has PCs, laptops at home, following appropriate guidelines to make sure that we were careful regarding COVID-19. We deployed the-- we had face shields working with campus public safety and campus services and sneeze shields, whatever they're called, the Plexiglas barrier in place and sanitation wipes.

And our staff was in those labs, keeping them open five days a week so students can come in. And we also had labs open in Redmond. And they were used pretty good amount. It wasn't a gigantic numbers but we saw students coming in using those things at a time. It was making a difference to the students.

The other is end user services, desktop or PC support folks. Those guys were here the whole time. During this period we deployed literally hundreds of technology products to people so they can work from home. We checked out cameras, laptops we had to reimage laptops. There was a lot of work, nobody ever complained. Not that loud. Hardly complained. And they kept rolling with this stuff. They did a terrific job and did whatever it took to work from home. Most women to you faculty. But other people also benefited from those checked out systems that we deployed to them.

Another piece in this kind of-- this touches on COCC. Plan. We have an ITS master plan. And in line with the COCC board approved strategic plan. It was a whole team of folks. That strategic plan is something that we made sure our master plan for technology was in alignment the with that strategic plan.

And here's kind of our quick graphic on it. We had the COCC strategic plan, our master plan. And then we've got these things called AURs which are administrative unit reviews. And each one of the teams-- this is not exclusive to ITS. Most of the board members have heard about this. This is an opportunity for each team in the college not put ITS to identify basically what's the mission of that team, what are metrics to accomplish the goals they set for themselves. We actually used that as feedback into our master plan and master plan feeds those AURs. These are important planning documents for us. And we actually use these things when we operationalize things including things like the COVID-19 response.

This is kind of a big summary of our master plan goals. Things we do inside of the organization. ITS organization, that is, to make sure that we're doing best practices. And obviously a key piece since this happens to be a college is that the teaching and learning support. And so we make sure that we've got a robust foundation so that when anybody needs to lay their technology on top of the network and the PCs that it's robust and works well.

And I believe that's one of the reasons that COCC did well and got a commendation of the strategic use of technology during our accreditation visit. There was excellent work done across the board in the college but we made sure that the foundation was there so that when people needed to do things whether it's e-Learning, student services, it was a robust foundation from the build on.

The campus and community engagement, you know, we've provided technology to support things beyond just the credit class pieces. And then we strive for operation and innovation. And we keep changing and ee involving our technologies at the college to fit what's needed, you know, today.

You know, example of that is the COCC mobile app. We also have a system for prioritizing technology requests. And we've got a technology assessment that we've built over the years for the last, eight, nine, or ten years. And the reason for that. And I think everybody's experienced this. Is that with technology, there's the demand for it out strips the supply and our ability to deploy it. We try to come up with objective, strategic ways to prioritize things. We haven't come across any bad ideas. It's just how do you pick which one to do first with limited labor and financial resources. That's what we're talking about with our technology assessment.

And we actually, these are all the different components that we've got that we use. And mostly these are based on either international or international or national standards as well as some we developed internally. The ones that have the COCC logo, those are the ones we developed internally. The ones with the other logos on them are ones we adapted from international standards. And everything from best practices for governance, using frameworks to do things properly. We used former product management, methodology, formal information security methodologies. And a lot of these things are used to feed into the budgeting process. And how fiscal services makes decisions on some of their choices around capital expenditures or the general fund changes. And then kind of the last piece is the technology implementation. Again keeping in line with COCC's strategic plan. And there's this basic graph in the report and what we try to do is make sure that any given initiative has at least one of the four strategic goals in our current strategic plan that's being touched by this implementation. Some of them have multiple goals that are being addressed in an implementation. And then these are some of the highlights of things that we've done in this past year. These network upgrades, this is pretty significant. A lot of the network pieces that we got to the college were put in place when we had the rapid growth in the big bond projects like building the science building and health careers, the campus, and the art tech buildings. A lot of time passed since then. We purchased a lot of equipment for those things back in 2011. That equipment is eight or nine years old. We spent time in the last year replacing that equipment and upgrading it to current standards. We talked about the distance learning

and streaming classrooms. That's a key component of the COVID-19 roll out that was done with technology.

And, uh, as a matter of fact we just used an upgraded classroom in the library 001 today as part of our Fall kick off. It's the first time we actually used it for something. But that will be an important component of how the college is able to use high quality audio and visual technologies to reach students. It ends up a better experience for the students and that means it's a better experience for the faculty.

It's very frustrating when you have poor call audio and visual and you're trying to communicate the content to the students. Again we've got our mobile app. One of the things we have going with that is the whole COVID-19 self-check. We'll be announcing that tomorrow. And we've been working with Jenn Kovitz on that. We'll roll that out. I think that's an important piece so that when students do come to campus, they've got that right on their mobile app. It's on the front, first thing that loads for them. So they can do that, the three question reminder to see if, you know they look like they have any kind of COVID type of symptoms. There's a whole bunch of other things you can see here. Those are the key things that we've been working on. And these are just some of the big projects. We have a lot of smaller projects that we've been working on also.

And that is pretty much is. Does anybody have any questions or any input for me or for ITS? All right. Well, thank you very much.

>> I have a question.

>> Go ahead. Erica.

>> Okay. So when I was reading through this, once again, so many things going on. Really impressive. I had a question about the NC career coach and how the software works. I know this isn't directly related to-- like the implementation of the technology but I was curious to learn a little bit more about that. So maybe, I don't know if somebody else has a technology question, then we can ask-- [Off Mic].

>> Yeah. How do you want to do it? With this, it gives us an opportunity by using the system. Matt in the college has used MZ as a source of information in terms of-- I think we contracted with those folks, the benefits of community college and stuff like that in the past. But they also provide a way to get current market data for different career fields. And that helps in advising. That helps students make decisions about, is this, you know, is this worth my time?

And for some students, the end product isn't important. But for some people, once I've spent my two, three years at the college, I want to know what's my return on investment. That's kind of where that works. If you want details on that we can do it off line, Erica, or I can get you more information, if you'd like.

>> That would be great. I think off line is better. It seems really interesting software and piqued my interest.

>> Okay.

>> This is Alan. Say, good job. And I'm curious to know what do you see, looking into the future, challenges we need to be thinking about?

>> Well, I think part of it-- part of it is the technology piece and part of it is getting everybody using the technology comfortable using the technology. There are two pieces to that. And that means there's an education component internally for our employees whether faculty or support staff. So that they can most effectively use that technology. Now, we've got folks it's just-- they take-- like duck to water. It's

easy to them. But you have other people who are excellent instructors but teaching like this is not second nature to them.

So one of the challenges they face is how can they become effective? The good news is at COCC we have the learning team and they do an excellent job working with the faculty on that. But it's still a challenge for folks to grasp that.

Another component I think is more and more move to more and more mobile technologies which is one of the reasons we rolled out the mobile app. And that's been-- right now we're right exactly at two years rolling that mobile app, 7500 downloads. The students like it. The faculty like it. The support staff like it. So you know, having those kinds of things where people are used to working and doing the work on the move, well we had Erica having issues with her laptop or PC. And so shifted over to the mobile phone, right? You're going to see more and more moves to that. And that means the network has to be robust. The technology for WiFi has to be robust. So that's actually another area we're looking at to, how to provide even broader coverage of WiFi because people expect to move from one place to another and not lose that connection.

Now, COCC is like, it's nice and scenic in bend. It's a terrible place for technology. The trees and the hills are not helpful. But we're working through that. And I think we've got good coverage and continue to work on that. Those are the main things.

>> All right. Any other questions? all right. I'd like to say, I appreciate all the work that everybody in ITS has done. But I also appreciate the support that the board has given me in the ITS staff over the last 14 years. Given us the freedom to develop a new and more modern infrastructure to meet the challenges that a modern college needs regarding technology and having that in the background. Also the support from everybody at COCC. You know, it will be tough leaving the colleagues I've got at the college. It's been a really interesting 14 years at the college. It's so different thousand than it was in had 2006. And, uh, you know, it will be pretty different in another five or ten years. Anyways, I appreciated the support. And I think-- thanks, everybody, for all the support.

>> Thanks, Dan. Enjoy your retirement.

>> I will.

>> Thank you, Dan. all right. So we'll move onto the next item which is the college accreditation report. So Betsy. you're on mute, Betsy.

>> I already shared my screen which is hard to unmute. Can somebody tell me whether they're seeing one slide or two?

>> We're seeing your notes slide. We see the two. Now we see one.

>> All right. I wasn't sure which screen was one or two. Last year we heard a bit about accreditation because of the upcoming visit. After they left, we breathed a sigh of relief and stopped thinking about it. But it's time now to let you know that we've gotten our formal letter from are them. And this is just an excerpt from it. And you can read all the fine print if you want or you can pay attention to the bottom line which is, reaffirm, accreditation. So we did get our accreditation reaffirmed for the full seven years which is the maximum possible. There were a number of commendations that we received from the visiting team. One of the ones I'm proud of as board members is that there's this organizational climate of optimism, collegiality, transparency and exclusiveness.

The one that Dan mentioned about the strategic use of technology. And then also just a commendation of dealing with having a Virtual Investigator Meeting, bearing the first week of the spring term when we were all learning how to shift to a distance format. There were also some recommendations. The good news is that we were not found out of compliance. These were areas where we're basically meeting the requirements but could use some improvement. And one of these you have already taken a step on, the setting and articulating meaningful objectives of community enrichment goals. You have already adopted the goals. And we're still working on the indicators. Another one is the working on our system of evaluating administrators. Sorry, I skipped one. And the other is the refining of our system of evaluating student learning outcomes. That's a process we've been working on for a long time. And I was pleased by the fact that they started with the word refine the system instead of telling us to start all over again. And then the last one is publicizing the institution's default rate. Just to give Alicia her due, they did it-- they didn't like our format. We still got the recommendation. There are then future steps, this is a never ending process. And the first one is they have asked us to write an ad hoc report one year from now, submitted one, telling them we fixed the website the way they like it. And two, we have been doing work in our administrative evaluation process. That's something we need to get to work on. Then there will be the traditional mid-cycle review in spring of 2023. And at that time we need to address the other two recommendations. Like I said, you've already done your part in the community enrichment. We just need to work on the metrics. And we'll continue working on student learning assessment. Then the next time we go through what was the year 7 visit this year, next cycle, it's going to be split into two parts-- a year six and a year seven. The year six is going to be the practical part. What was standard, two. Do you have a policy for this? What's your practice for that? That way the idea is, if you have little things like a bleep on the website or something, you can fix it before the year seven visit and not get it as a recommendation that you have to deal with. And then year seven, we'll be back to the evaluation of institutional effectiveness, looking at our planning, our mission, our assessment and things like that. So really the good news is, that we got the seven year accreditation. Any questions on this?

>> This is Ed. You said they're concerned about our website?

>> There's one thing on our website where the COCC approach is usually to try to avoid putting data on our website where you have to retype the numbers every year because that just leaves room for introducing errors and things like this.

So what we had was a link to the federal hours spot on the federal website where we have to upload the data every year. So we had a link to the place that always has the most current data. They didn't like the fact that students would have to take one extra link to get to that information. They want us to have somebody go in every year and type up the numbers on a separate web page. So it was a style difference more than anything substantial.

>> That's too bad we're not using-- time to be doing that, students including myself will go the extra mile to get that extra link-- I don't get it. But it is what it is.

>> We don't, Joe, we don't get it either. We actually immediately fixed it to the way they liked it. And part of the accreditation process requires for both Betsy and me to meet with the NWCCU board of commissioners in a virtual meeting and essentially, you know, talk about what you're doing to already start your improvement process and what you have planned.

We had it fixed then. We told them. We told them our strategy was not to try to hide anything from students but to be accurate. And, uh, and one of the commissioners who was asking the question, actually said, yeah, I checked yesterday, and you did correct it. So we were hoping it would just go away before the official letter. But no.

>> We've let it go.

>> Actually, Betsy, and Alicia have not let this go. Sore subject.

>> Thank you.

>> okay, are there any more questions for Betsy? okay. So we'll move onto the next item which is in the old business category. So the COCC reopening plan update. Matt, take it away, please.

>> Good evening, everyone. Nice to see your shining faces where I can see them on my screen.

As you recall when you adopted the plan last month, our official reopening plan, the state's requiring that each month we update you on changes to the plan.

I'm happy to say that we haven't changed the plan in the last three weeks. But we have been doing things in response to adapting a plan in preparation for the Fall term. Last month we talked about in the Fall we would have a mix of classes offered remotely and in person. The residents hall will main close and student services will be provided remotely. Those are impacting our campus preparation. And we're doing that all our four campuses.

This fall, because of COVID, we are focusing on personal hygiene, promoting physical distancing, limiting and guiding access throughout the campus. And we're looking at the classroom and computer lab layout and the common space configuration.

Those in person classes, the limited ones we have, we're doing a little bit of reconfiguring. Much like IT and their services, we're continuing to do all the regular preparations that we normally would have done during the period of spring-summer.

So in the spirit of educating as oppose to enforcing, we are offering opportunities to learn throughout our campus and doing it any bilingual nature. If you've been on campus or come to campus you'll see that almost all of our signs are available in English and Spanish and posted throughout the campuses.

We've got hand sanitizing stations in all of the buildings. Although all the buildings will not be open to the public or open,-- none of them will be open to the public. Some of them will be open for instructional purposes. We still have sanitizer in all of the buildings where there's greater traffic we're increasing the numbers. We're promoting through education the personal hygiene. You have hand washing both in English and Spanish and we have a sanitizer right there. This happens to be in the Redmond technology center.

At each. Entrances where the students will be coming, this happens to be -- Prineville. We will have the signage both in English and Spanish. In the background you'll see the table set up where the cursor is roaming-- that is a sign up sheet there. We have sanitizer and masks available, free masks. This is set up to a person would come through the interrogation, have to walk by the sign up station. And this is a reception area here with the class closed so-- this is a close-up of the sign. This is the same one in the education center.

Something I want to point out here on the sign where you see closer this is an Oregon health authority sign that we're using. This one over here is the CDC sign. The center for disease control. And we have an abundance of signs available for the faculty and staff. I'll point that later where you can access them. And we are relying on the experts for communications abilities. This will be a case where we're generating our own sign. This one right here, welcome to COCC. Please sign in at the front desk. We're taking the friendly approach as oppose to the demanding approach. This is in Redmond. There are the free masks and a sign that says one mask per.

Dan mentioned the plastic we're utilizing. This is sort of encompassing all of it. We have the sign up station, the sanitizer, the interaction for transaction and the English and Spanish signage.

In promoting correct access, ingress and egress, a number of the decals we're putting on the ground. Pretty standard. You probably see them at grocery stores. This one happens to have our bobcat footprint on it. So it's a nice little touch.

We're guiding people to come and exit the building. Joe and I had a conversation about this today. I'll be out in Redmond tomorrow and do that to a number of the buildings there. This combines the six foot spacing with the ingress and egress. This happens to be in the education center. We did this part as an example and guidance for us so we can test our approach.

The education center is not going to be open to the public.

Also utilizing the Oregon health authority signage in some of the classrooms that traditionally would have a number of students gathering. We've limited the occupancy using the Oregon health authority guidelines on that. This happens to be a CTA classroom. Normally it's a 4 person capacity.

In cascades hall we began to set up a couple before we decided we were going to go mostly remotely. This is one that may be available for faculty to come in and use and teach remotely. Some faculty may not have the technology at home. So we wanted to make sure we have rooms available with our best technology and have the faculty come in and utilize that so the students can get the best product. This is also a preview of things to come when we go back to in room classes when we have to have the physical distancing.

The protocols, we have confirmed with local health authorities as being appropriate. I was talking to someone at the county health yesterday about possibilities. And they confirmed that our plan was a very solid plan. That collaboration was something that we looked forward to and used going forward since they.

The temporal scans. And you see the masks and gloves used in the simulation lab. And the faculty-- although they're behind and out from being interacting with students, still utilizing the gloves and masks and also the shields.

Very similarly with the manufacturing program here in the Redmond campus, you can see the manufacturing lends itself to that spacing but utilizing the masks. We can have that closer interaction because and of the instruction needs to take place much closer than the six foot space. But generally we didn't have to move any equipment to maintain six foot spacing.

Here's an example of what Dan was talking about, making the computer labs available. And we are using that social distancing when applying it to computer lab. Every other computer is available for use which reduces the capacity substantially. Approximately 45 to 50% in the classroom and in the computer labs. Here in Prineville we have laptops available so if the computer lab is full we have the opportunity to provide laptops to the students. Here's what it looks like when we remove chairs so a limited number of spaces can be used.

In the common areas we put the sign please do not sit here in English and Spanish. In the career center-- there will be times when students may not necessarily be in those classroom labs and needing a break. So what we've done is gone in and removed furniture in promoting distancing. You see it's still a nice environment but we're honoring the state guidelines.

The custodial services are employing static prayer which gives us an opportunity to go in quickly and clean a room. This happens to be a combined bull Ben. I don't think this is a computer lab. But we can do that in the classroom.

Betsy and her colleagues have structured the schedule to allow for the cleaning to make sure we promote a clean, safe working environment. We have an abundance. We have a wealth of information available to students, faculty, the community. And it's also in Spanish. And it's in our web page. This is the one for students both the category of health and safety classes and learning options, the student life facility and student resources and in each of the categories a click away is a vast of information that can help them prepare for the fall term. For faculty and staff we have something similar. The frequently asked questions and a number of resources.

This is where we have the signage and sign in sheets available. And so each one of the campuses and many of the departments at the campuses can access this and print out their own signs to make sure that we are getting the information out in that educational environment.

And at the same time, we've been doing all the other things that normally would take place at the campus. Our maintenance grounds and custodial folks have been here all summer long. They're one of the group that continue to work throughout the period of June through September.

And some of the projects they've been involved with are, as you might expect, repairing some things that got damaged over the past year. We're improving our ADA access to cascades hall here. When it was initially built, the public sidewalk is not accessible. We're improving that so we can have accessibility and greater connectivity to the campus.

Another aspect of that cast days hall ADA ad work is improving the irrigation system. On the Redmond campus, improving storage. We had issues in the past couple of years of people coming to campus and some of our equipment being gone and gas being siphoned out of the vehicle. We will have this an enclosed area with a fence and park our vehicles and keep them safe. And we maintained our activity field in a very, very nice, high standard. You may have noticed around town that some of the

fields for the parks and rec look greener than ever because they haven't been used.

In addition to that we've increased the parking lights throughout. We replaced 30,000 parking lights in the parking lots here and made them energy efficient. We've also done work in-- and much of landscaping has been completed. Our physiology lab got a new floor. A number of things that normally would have taken place over the summer but worked in while doing the could have had response. That's COVID response. I'm happy to answer questions-- thank all the folks that are involved in this. That is everyone in campus services, maintenance, the grounds, custodial, Joe and his advisor. And structural administrators and services folks as well. It's a team effort to get us prepared to open in a safe and healthy manner come September 21. Happy to answer any questions. without any questions, can I take one minute to say thank you to Dan? He has been a wonderful colleague. He's somebody that I had the opportunity to hire and work with him 14 years.

He has made our IT department, I would argue, the best IT department of all community colleges in Oregon and probably on a national scale in the top 5%. And his leadership has been spectacular. And that's not even the best part. He's got heir great sense of humor. And he knows so many other things besides IT. And it's been a joy working with you, Dan. Thank you.

>> Thank you. And thanks for hiring me 14 years ago. So-- it kicked off an interesting journey for my life. Thank you very much. I appreciate your mentorship for all the years that I worked form you, too.

>> I said 12 years. So it's 14 years of service, Dan. I'm sorry. I was off on this. I want to make sure you get the credit for the extra two years. Thank you, Dan. Thank you, Matt.

Okay, so we'll move onto new business. We have an update on the college filter maintenance. Sharla and show.

>> What's before you is a board resolution to be approved. Every year the college goes out to bid-- this is the year to do that. The college went ahead with the responsive quote with cam fill which was not a provider. We are hoping that the board will approve this resolution so what we can continue with our air filter services especially now that the-- with COVID, you want to make sure the buildings are getting filtered well.

>> Okay. Are there any specific questions for them before-- if somebody would like to propose a motion?

>> This is Joe. I don't have any questions. I move that we approve this contract.

>> I'll second.

>> Okay. All those in favor.

>> Aye.

>> Aye.

>> Okay, any opposed? okay. So motion passes unanimously. Okay, so now we can move onto the next item, which is Board of Directors' operations. So board member activities. I am Jim Clinton first on my list, if you would like to go.

>> I had a nice conversation with the president of COCC. I think the opportunities are good. They allow going into more depth on certain topics that are interest to board members, maybe not interesting to other board members. We covered a lot of ground in a one-on-one setting. So I hope they continue it. I do appreciate that one.

And that's it.

>> All right. Thank you, Jim. Alan?

>> Yes. I've been to a Friday morning meetings with Erica and Laurie, each Friday since the last board meeting. And that's kind of been it.

>> All right. Thank you, Alan. Oliver?

>> Nothing to report. Thanks.

>> All right. Thank you. Who's next?

>> Bruce?

>> Um, like Jim said, I had a chance on August 27 to chat with Dr. Chesley on a number of topics that was very interesting and informative. And also had a chance to chat with COCC professor about some issues. And I'm still doing my due diligence there.

>> All right. Thank you. Bruce. Laura?

>> So on the 21 of the of August, I spoke with Dr. Chesley and also on the 21st of August, I think it was on the 21st, I spoke with you Erica about what I spoke with Laurie. I had a call with you Erica today. And then over the weekend, I had a conversation with a constituent who also happens to be a my niece and a student at COCC and I talked can with Dr. Chesley about the issue she was having. And we were able to get it resolved. I'm grateful for that and so is my constituent.

>> All right. Thank you, Laura. So Joe?

>> Uh, I met with the real estate community on August 6. Of course, we had our board meeting in regards to the reopening plan on August 20. And likewise I had a nice conversation with the President as well on September 1. It was quite nice. And nice to be able to talk to you, Laura, Laurie-- so that's all I have.

>> Okay. Um, I can't remember, are we going-- did we-- we didn't do activities in the special meeting? So we go back to--

>> I think we did.

>> Did we?

>> Check the minutes.

>> That's what I'm looking at because I felt like we didn't. But maybe I'm--

okay, well, I will I'll do from the special meeting. So I have the calls on Friday with Alan and Dr. Chesley. On the-- let's see. Uh, attended the special meeting-- I don't think we did.

>> It goes back further. we did in July meeting. But not in the-- no, we didn't.

Okay, so I'm going to go back to July and could them. Does anybody have anything else they like to add given that we didn't go over that in the special meeting?

>> Yeah, I attended the August 6 real estate meeting although the second half because the first half was irrelevant to me.

>> Okay, is there anything else anybody would like to add? Okay. So I did attend a real estate committee on August 8. I know Joe was part of the COCC meeting on July 28 because I saw him on there.

Um, and then we have the special meeting on the 20th.

And then I got to attend both as a St. Charles person and then as a board member the restorative practices training which was good and interesting.

Although even though there was four hours, it didn't seem it would be enough, it was not enough time. The first two people I paired with were Marcus Legrand and Gordon price because it's funny we talked about COCC

stuff. It was fun interacting with them that way. The training was great. It how to put people through sort of practices in the school district.

And then I made calls with various members. I had lunch with Laurie and Laura on August 8. This summer seems weird because everything's virtual. I feel like I don't know what month it is. I don't know if anybody else is feeling that way. Even my notes are scattered about. That's all I want to report right now. So thank you.

Anything else before we move on from this topic that anybody thought of from that time?

Okay. So now we'll move onto the President's report. So COVID-19 survey results and actions. It looks like Alicia and President Chesley will be taking this. you're on mute.

>> Um, before we start and Alicia's going to begin the presentation. I would like to say to the board that I really enjoyed our conversations as well. And I am happy to continue that tradition. I felt like it was really helpful and fun and interesting.

So I would love to continue that tradition. Yeah. Um, I also wants to make sure that I personally thank Dan. You know, he-- it was really fortunate for me. I feel personally very fortunate to have Dan as the CIO during my first year here at the college. One thing Dan worries about, I guess, because it's his job but the rest of us don't worry about IT here. Things run smoothly. And it's an amazingly professional operation.

And I also appreciate Dan's sense of humor. I've really enjoyed getting to know him. And I also appreciate that, when he explains IT concepts to me, he uses monosyllabic words. So he's an excellent communicator.

Thank you, Dan. We've been doing a lot of work at the college like all of you in your workplaces to try to meet our employees and our students' needs and to address the concerns that they have about a changing work environment.

And to that end, we did a few surveys early in the COVID situation. And we've taken some specific actions to try to address some of those concerns as many as we can. There are things to be addressed and-- [Off Mic]. But I think we made good progress. And Alicia has been the leader of really synthesizing and analyzing that data. So I'd like her to start by introducing this presentation.

>> Thank you, Laurie. Over the course of the last several months

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>> Still, they never have the same look and feel if

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>> We're being responsive to some of the comments

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>>(Zoom captions quit working)