COCC BOARD OF DIRECTORS MEETING

Date: November 12, 2026
Time: 5:45 p.m.
Location: Boyle Education Center Boardroom, Bend Campus / YouTube

Agenda

Agenda Item	Presenter(s)	Materials
1 – Call to Order	Porter	
2 – Native Land Acknowledgement	Porter	2.1
3 – Roll Call	Alberg	
4 – Agenda Changes	Porter	
5 – Information Item		
5a – Research Hub for Students in Central Oregon	Hamlin/Woodell/Lochlainn	5a.1-13
6 – Public Comment	Alberg	
7 – Consent Agenda – Action	Porter	
7a – October 14, 2026 Regular Meeting Minutes	Matthews	7a.1-10, 7b.1-2 and 7c.1-7
8 – Information Items		
8a – Monthly Budget Status	Knutson	8a.1-5

Agenda Item	Presenter(s)	Materials
8b – New Hire Reports	Boehme	8b.1-2
8c – Guided Pathways	Moore/Hamlin	8c.1-17
8d – Manufacturing Project	Lenhart	
9 – New Business		
9a – Tuition and Fees	Knutson/Moore	9a.1-3
9b – Board Policy Revisions	Craska Cooper	
9b.1 – GP 10: Public Comments, First Reading – Action		9b.1.1-2
9b.2 – GP 9: Board Operations, First Reading – Action		9b.2.1-3
9b.3 – GP 8: Board Members' Code of Conduct, First Reading – Action		9b.3.1-2
10 – Board of Directors Operations		
10a – Committee Updates		
10a.1 – Advocacy Committee	Foote Morgan	
10a.2 – Policy Review Committee	Craska Cooper	
10c – Board Member Activities	Board Members	
11 – President's Report	Pereira	
12 - Dates	Porter	
Saturday, November 14 – COCC Turkey Trot and Toddler Trot at the Mazama Track. Check-in starts at 9:45 a.m. Toddler Trot at 10:00 a.m. 5k Race at 10:30 a.m.		

Agenda Item	Presenter(s)	Materials
Wednesday, November 18 – Friends-giving/Native American Dinner Celebration – Coats Campus Center Dining Hall at 5:00 – 7:00 p.m.		
Friday, November 20 – Advocacy Committee Meeting – Remotely via Zoom at 1:00 p.m.		
Friday, November 20 – Big Band Jazz Fall Concert – Wille Hall at 7:00 – 9:00 p.m.		
November 26-27 – Closed in Observance of Thanksgiving		
Wednesday, December 9 – Board of Directors Meeting – Boyle Education Center Boardroom at 5:45 p.m.		
14 – Adjourn	Porter	

Purpose: To acknowledge someone is to say, “I see you. You are significant.” The purpose of a land acknowledgement is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in.

COCC Land Acknowledgement

(Condensed Version)
COCC would like to acknowledge that the beautiful land our campuses reside on are the original homelands of the **Wasq’ú** (Wasco) and the **Wana Łama** (Warm Springs) people. They ceded this land to the U.S. government in the Treaty of 1855. The **Numu** (Paiute) people were forcibly moved to the Warm Springs Indian Reservation starting in 1879. It is also important to note that the Klamath Trail ran north through this region to the great Celilo Falls trading grounds. Descendants of these original people are thriving members of our communities today. We acknowledge and thank the original stewards of this land.

COCC Board of Directors Meeting | 11/12/2026

COCC and OSU-C: Building a Research Hub for Students in Central Oregon

The Undergraduate Research Lab, Friday Learning Community, and their intersection with the OSU-Cascades campus and faculty

Síoraí Lochlainn

DPP Student, COCC COPE Club officer, OSU-Cascades HDFS Club officer, Student Research Assistant at COCC and OSU-Cascades

The Undergraduate Research Lab at COCC

Rare research experience and professional development before university transfer

The full research cycle

- Study design and the IRB process
- Data collection
- Data entry and analysis
- Drafting and presenting the work

- Includes mentorship that explains the history of research, the importance of research design and ethics, how to translate these skills to resumes and curriculum vitae

Professional development

- Replication studies prepare students to develop their own research studies
- Independent projects or co-authoring ongoing research
- Present at the Spring Symposium at OSU-Cascades

- IRB navigation that is **rare** before university level

Preparation for students seeking entrance to a university-level research lab

The Friday Learning Community at COCC

FLC's Impact on me as a first-year college student; what changed for me

"Now, I know I can be an innovator."

I planned to earn a Bachelor's and work as a psychometrist. Now a PhD feels within reach, and I can innovate in measurement that is culturally humble and protects participants.

Faculty Spotlight: Andria Woodell

Careers in Psychology, COPE Club mentorship, and Undergraduate Research Lab: an expert in connecting experience to resumes and CVs.

Faculty Spotlight: Ari Wixwat and Jared Miller

Research training for the Undergraduate Research Lab and guidance for developing student projects.

Careers in Psychology class helped me see myself as a creator of original content

Opportunities through COCC connections

5a.4

Dual partnership program participation in UGRL, Psi Beta, and Psi Chi for psychology majors

WPA in Seattle

Attending the Western Psychological Association conference with Psi Beta members

Sponsored by OSU; COCC faculty were unaware of it

OPHA presentation

Presented OSU-Cascades research data at the Oregon Public Health Conference after hearing about the opportunity through COCC students

Graduate mentoring

A Corvallis graduate student guided my quantitative analysis, co-presented at OPHA, and reminded me the project was mine to lead.

Opportunity depends on information reaching people and building trusted relationships

What does “partnership” mean?

Building a foundation of trust and knowledge between COCC and OSU-C

The definition

- A formal arrangement where parties join to run a shared venture
- Risks and rewards are shared
- Built on reciprocity, never one-sided

- “Partnership” signals reciprocity. Had it been called “Dual Enrollment,” I wouldn’t have taken interest.

What I found as a DPP student

- COCC faculty unsure what a DPP student is
- Unclear OSU-C opportunities and credit transfer
- OSU-C faculty knew some Friday offerings, mostly by word of mouth or Andria Woodell’s invitations

A partnership is built on reciprocity - it requires dual-sided contribution and sacrifice

OSU-Cascades sees the value of COCC's programs

UGRL and the FLC, COCC faculty contributions to student development recognized and invested in

Value Recognized

OSU-Cascades values the Undergraduate Research Lab and Friday Learning Community for preparing students for research and professional growth.

Paid to Contribute

OSU-Cascades HDFS paid me as a summer research assistant to build connections between COCC Psychology and OSU-Cascades HDFS.

COCC Psych Projects

I help with the psychology Canvas page and support DPP and future transfer students. Investment goes both ways.

COCC preparation is valued by a university partner, and it pays off for COCC

The partnership I am helping build

What creating and maintaining trusted relationships looks like

Meetings I have organized

- Connecting OSU-Cascades HDFS with COCC psychology on a program collaboration level
- Connecting COCC's Andria Woodell and OSU-Cascades Carmen Martinez for one-on-one meetings
- Including COCC's Jared Miller and COCC's Ari Wixwat; cross-institution advisors now share information
- Next: Connecting COCC public health students with OSU-Cascades research opportunities, within a week

Gaps I have encountered

- Uneven knowledge of Dual Partnership Program student opportunities, or what a DPP student is
- Few cross-campus visits; promotion is not well-organized or timely
- Interest varies by department: HDFS–Psychology is active; an open any-department model doesn't exist yet

HDFS has repeatedly welcomed collaboration; building on openness vs. forcing connection

Reciprocal training across the two labs

5a.8

My experience of COCC's UGRL and OSU-Cascades Humans Thrive Research Lab

Training focus	COCC UGRL	Humans Thrive Research Lab
Project preparation	IRB process, study design, replication studies with option of independent projects for advanced students, access to mentorship	CITI training, student-selected roles, IRB-approved research project with option of independent project, access to mentorship
Research practice	Design, recruitment, collection, data entry, analysis, and deliverable development	Roles draw on existing student skills and students select which roles to take on
Tools and outputs	Qualtrics, research skill development, drafting and creating deliverables	Zotero, Canva, Canvas, Website Design, and Qualtrics; drafting and creating deliverables
Professional development	Conferences, university tours, presentation opportunities, resumes, and CV guidance	Scholarship and fellowship application support, presentation opportunities, working on resume and CV guidance

UGRL has offered comprehensive training to help students determine and grow their interest in research; bringing elements to OSU-Cascades for student retention and development

A proposed research pathway

My vision for COCC students, DPP students, and OSU-Cascades students

1 COCC preparation

UGRL and Friday learning develop experience in research via study design, hands-on experience, and passionate mentorship that offers professional development via conferences and presentations.

2 Undergraduate mentoring

COCC and OSU-Cascades students learn from each other through research and club connections; OSU-Cascades students can take a mentorship role with COCC students while they're at COCC.

3 Continuity after transfer

An established lab connection, building relationships with students and faculty creates a sense of belonging at OSU-Cascades campus before transferring, and ongoing mentorship creates support.

Future pathways and coordination between institutions are proposed priorities

Opportunities on both campuses

Utilizing both resources creates unique opportunities for students and builds a research hub in Central Oregon

Conversations under way

- OSU-Cascades research fair invitations for COCC labs, incl. IFSP-Indonesia
- Global Studies opportunities at COCC advertised through OSU-Cascades Global Opportunities
- KIDS Center: HDFS Club and COPE Club exploring shared events, with each campus hosting in turn

My proposed next steps

- Humans Thrive Research Lab recruitment at COCC
- COPE Club and HDFS Club collaboration
- COCC-hosted events; volunteer club competitions
- An open campus policy; faculty visits at both universities
- Educate faculty on student benefits and the expertise each campus brings

Shared access to development events, coordinated schedules, and reciprocal visits

Hurdles and early signs

What causes limitations and what pushes us towards success

Hurdles

- Early history between the campuses must be acknowledged for healing to continue
- Most of my work has been at OSU-Cascades; I want to bring more events to COCC
- Faculty rarely visit across campuses

Early signs

- COCC's psychology department routinely reaches out to OSU-Cascades for speaking opportunities
- OSU-Cascades HDFS faculty excited by Andria Woodell's work; invitations extended for speaking opportunities at OSU-Cascades
- Humans Thrive Research Lab has open invitation to recruit at the Friday Learning Community
- Shannon Lipscomb's new Faculty Advancement role; building connections across institutions
- Global Studies and research collaboration in early stages

Honoring the history that has impacted faculty while building trust through reciprocity

Sustaining reciprocity

Development guided by the student's goals; supporting student self-efficacy through faculty guidance

Student ambassadors

Peer mentors at both institutions who bridge the gap for transfer and dual-enrollment students.

Faculty relationships

Reciprocal visits and respect for faculty expertise: we all have something to contribute.

Faculty coordination

Planning that outlasts any one student; emailing across institutions feels like emailing within one.

Reciprocity comes with no strings attached; builds student passion for continued enrollment

My goal before Spring 2028

- A reciprocal research and mentoring pathway
- Opportunities hosted on both campuses
- Relationships that continue after I graduate

Thank you

Questions, Concerns, Connections? Email at:
slochlainn@cocc.edu

COCC BOARD OF DIRECTORS MEETING MINUTES

Date: October 14, 2026
Time: 5:45 p.m.
Location: Redmond Campus, Building 3, Room 306 and YouTube

1. Call to Order

Presenter: Jim Porter
The meeting was called to order at 5:49 p.m.

2. Native Land Acknowledgement

Presenter: Jim Porter
Materials: Item 2a.1
COCC would like to acknowledge that the beautiful land our campuses reside on are the original homelands of the Wasq'ú (Wasco) and the Wana Łama (Warm Springs) people. They ceded this land to the U.S. government in the Treaty of 1855. The Numu (Paiute) people were forcibly moved to the Warm Springs Indian Reservation starting in 1879. It is also important to note that the Klamath Trail ran north through this region to the great Celilo Falls trading grounds. Descendants of these original people are thriving members of our communities today. We acknowledge and thank the original stewards of this land.

3. Roll Call

Presenter: Lucas Alberg

Board of Directors	Jim Porter (Chair), Erin Merz (Vice-Chair), Erica Skatvold, Laura Craska Cooper, Alan Unger
COCC Staff	Greg Pereira (President), Michael LaLonde, Annemarie Hamlin, Laura Boehme, Cathleen Knutson, Tyler Hayes, Amy Ward, Bonnie Jordan, Josh Clawson, Kyle Matthews, Lucas Alberg, Christy Walker, Wendy Patton
Guests	Jake Sonnier, Paul Taylor, Jennifer King

4. Agenda Changes

Presenter: Jim Porter
No changes were made to the agenda.

5. Information Item

5a – Student Veteran Services

Presenters: Christy Walker, Bonnie Jordan, Jake Sonnier
Walker, who oversees the Veterans Services Program as part of COCC's Diversity and Inclusion department, introduced Jordan, who has been involved with the program since its establishment in 2022.

Jordan explained that the program has received funding from the U.S. Department of Veterans Affairs and support from the Department of Higher Education. During the 2025-26 academic year, 375 COCC students identified as veterans and about 50 identified as veterans' family members. They saw a 91.5% course completion rate and brought $1.09 million in tuition to COCC through GI Bill payments. The program helps students understand their benefits, receive referrals to other agencies, and build community with other veterans. They also offer guidance on veterans' issues to faculty and staff. COCC's Veterans Resource Center (VRC) received 2,834 unique visits from 250 unique visitors during the previous academic year, with four or five student veterans employed by the VRC through a VA work-study.

Jordan introduced Sonnier, a U.S. Navy veteran and former COCC student. After ten years of enlistment, Sonnier returned to Bend and enrolled at COCC. He found a sense of community in the veterans' program and served as the President of COCC's chapter of the Student Veterans of America. He now works as a Student and Peer Advisor at the VRC and is pursuing a bachelor's of science degree in Human Development and Family Science at OSU-Cascades. He intends to pursue a master's degree and work with veterans and first responders.

Porter asked Sonnier what a typical day looks like in his position at the VRC. Sonnier said he works Tuesdays through Fridays at 8:00 a.m. to 2:00 p.m. He ensures that there are enough snacks and beverages for any student veterans who visit and meets with anyone who has questions or just needs someone to talk to. Some veterans will just come in for a chance to rest.

Unger asked if the program has done any outreach to the Central Oregon Veterans Ranch. Sonnier said that members of the ranch have come to the VRC to speak with students and have invited students to visit the ranch. Jordan added that COCC's veterans' program also has an Outreach Coordinator that has worked with the ranch.

6. Public Comment

Presenter: Lucas Alberg
Alberg read aloud a letter from King, which can be found on page 7b.1-2. Porter noted that the Board recently met to receive an update on COCC's facilities master plan and accessibility is a high priority. King's original comments from the September 9 Board meeting can be found on pages 7c.1-7. The September 9 meeting minutes were amended accordingly.

Faculty Forum President Sara Henson expressed her gratitude for COCC's administrators coming to a tentative agreement for a new faculty contract, which the Board will vote on later in this meeting.

7. Consent Agenda

Presenter: Kyle Matthews

Materials: Item 7a.1-12 and 7b.1-6

Unger called for a motion to approve the meeting minutes from September 9 and 25 as presented. Merz seconded the motion.

- **In favor:** Jim Porter, Erin Merz, Laura Craska Cooper, Alan Unger, Erica Skatvold
- **Opposed/abstained:** none

8. Information Items

8a – Monthly Budget Status

Presenter: Michael LaLonde

Materials: Item 8a.1-4

LaLonde reported that COCC's cash balance is currently $13.8 million. It was $23.3 million during the October 2025 Board meeting. The reserve ratio is currently 12.5%, which is 45.6 days of liquidity.

Unger asked if LaLonde has any final comments about COCC's budget in light of his upcoming retirement. LaLonde said that, now that negotiations with the faculty have concluded, some work will need to be done in order to keep the reserve ratio above 10% per the Board's reserve policy.

8b – New Hire Reports

Presenter: Laura Boehme

Materials: Item 8b.1-2

There were no questions.

8c – Redmond Campus Update

Presenters: Amy Ward

Materials: Items 8c.1-8

Ward reported on Community Education activities that took place at the Redmond campus over the summer, including seven youth camps for 83 students, which were provided free of charge and saved $8,500 for their families. 138 adult classes were also provided for 779 students. COCC's Small Business Development Center is providing weekly advising hours and an Early Child Care Business Accelerator Program meeting hub at the campus. English language GED classes were taught by the Adult Basic Skills department for 19 students at the campus during the summer term, five of whom successfully completed their GEDs, and one of whom became a supervisor at BASX. 221 apprentices from six local and state apprenticeship and training committees are currently taking classes at the Redmond campuses. During the summer term, 13 La Pine High School students earned National Center for Construction Education and Research (NCCER) Blue Cards, pre-apprenticeship certificates, and college credits through a five-week program at the campus. The Veterinary Technician program has consistently seen a 100% pass and job placement rate since 2018. The Manufacturing Technology program saw a 12% increase in seats taken during the current Fall term. Amy Johnson was hired as a Manufacturing Workforce Development Coordinator during the spring quarter, funded through COCC's Fund for the Improvement of Postsecondary Education (FIPSE) grant. She developed an internship program with Radian Weapons and Fuel Safe Systems. Five students participated and all of them were hired. Dual credit articulations are being developed for Bend, Ridgeview, Summit and La Pine High

Schools, and soon additional schools. The upcoming Redmond campus expansion will make more space for the Manufacturing Technology program to grow. Ward invited everyone to the ground-breaking ceremony on November 2.

8d – Direct Admissions

Presenters: Tyler Hayes
Materials: Item 8d.1-8
Hayes explained that direct admissions is a series of statewide initiatives that has been happening across the United States with the intention of providing guaranteed admissions offers to students. In Oregon, a high school student who meets certain criteria would receive a letter from the state that identifies what institution(s) they would be eligible to attend. The Oregon legislature passed a bill in 2024 to a direct admissions initiative with the state's public institutions. A COCC staff member is currently serving on a workgroup for this initiative. In 2025, the legislature made an amendment that would allow private institutions to participate. Oregon's Higher Education Coordinating Commission (HECC) is currently working on bringing all of the state's institutions together and figuring out how data will be shared. COCC has spent the past year working with the High Desert Education Service District and OSU-Cascades on a pilot program for local students. Next steps include partnering with other school districts, identifying eligible students throughout Central Oregon, and sharing the data with institutions across the state for proactive outreach to those students. All of Central Oregon's school districts are currently participating in the initiative with the exception of Crook County. The initiative will be called Open Doors Central Oregon. School districts will give high school students the opportunity to opt out of this process, rather than asking them to opt in, which would likely ensure a large amount of data to be collected. The planned timeline for this pilot is to finish gathering data from districts by October 2026, communicate with high school students and their parents through September 2027, set an acceptance form deadline for September 2027, then repeat the process in October 2027. Benefits for students would include early, intentional outreach to students and a simplified process that would save students time and money. Benefits for COCC would include access to clean data and an opportunity to communicate directly with students and their families.

Merz asked if the workgroup has learned how this initiative has worked for colleges and universities in other states. Hayes said that he has not communicated with institutions outside of Oregon. Portland Community College is the only other institution that has done a pilot program and they only partnered with one high school. They have received positive feedback thus far.

9. New Business

9a – Sale of Property – Action

Presenter: Michael LaLonde, Peter McCaffrey, Paul Taylor
Materials: Item 9a.1-2
Craska Cooper excused herself from the meeting due to a conflict of interest.

LaLonde introduced McCaffrey, Vice President of Leasing and Development for William Smith Properties, Inc. (WSPI), who worked with LaLonde and Taylor to prepare this resolution. COCC has a

development agreement with WSPI, who has negotiated on the College's behalf with Neighborly Ventures for the construction of housing developments on the Bend campus. The first development is complete and currently 90% leased. In 2022, COCC entered a ground lease development for "Phase 2" with Neighborly Ventures on a 2.181-acre site on the southeast corner of Shevlin Park Road and Mount Washington Drive. Neighborly Ventures was granted a due diligence period by the Board, and the Board has granted multiple extensions to the due diligence. Most recently, Neighborly Ventures proposed to WSPI some modifications to their lease agreement, which were reviewed by WSPI and the Board's Real Estate Committee, and they determined that it is no longer viable for the College to keep that site. Neighborly Ventures is now offering to purchase the site from COCC for $1,756,250. The Committee has found the offer to be very competitive with other property sales in Central Oregon. The goal of the development agreement has been to generate alternative income sources for COCC's real property that is not needed for academic purposes, which the Board agreed to be the case prior to the lease agreement with Neighborly Ventures. When the initial lease was signed, the property was valued at $1,393,900. The Real Estate Committee and COCC's senior staff agree that selling the property is in the best interest of the College. Funds from this sale could be attributed to a capital match request from HECC.

Unger noted that he participated in discussions about this proposal as a member of the Real Estate Committee and concurred with the proposed sale. He suggested that selling the property to Neighborly Ventures would help them make an even better development than what they had originally proposed to the Board.

Porter asked what the current estimated costs of deferred maintenance COCC is currently facing. LaLonde said it is about $36 million. Porter noted that he was also in these discussions as a Real Estate Committee member and suggested that the local real estate market is not viable at this time, and that the Board should prioritize deferred maintenance costs.

Unger asked McCaffrey if he had any comments on this resolution. McCaffrey said that if he were in the Board's position, he would approve sale. Pereira thanked McCaffrey and WSPI for their work on this project. LaLonde noted that this resolution includes a 6% sale commission to WSPI.

Unger asked Taylor if he was satisfied with the resolution. Taylor confirmed this, noting that one of his partners wrote the resolution, and he supports it.

Merz motioned to (i) find that the Phase 2 Property is not needed for public use and that the public interest may be furthered by selling the Phase 2 Property to Neighborly Development, LLC for a purchase price of $1,756,250.00; (ii) authorize the College President to negotiate and execute a purchase and sale agreement, together with such other instruments and documents as are necessary to effect the transactions contemplated by the purchase and sale agreement, all in such form and substance as the President and the College's legal counsel deem necessary and appropriate; and (iii) to reserve the sale proceeds as part of the matching funds necessary to obtain the HECC grant for the College's deferred capital maintenance projects. Unger seconded the motion.

- In favor: Jim Porter, Erin Merz, Alan Unger, Erica Skatvold

- Opposed/abstained: none

Craska Cooper returned to the meeting after this matter concluded.

9b – Redmond Campus Expansion Guaranteed Maximum Price (GMP) – Action

Presenter: Josh Clawson, Amy Ward
Materials: Item 9b.1-3
Clawson explained that this resolution is the GMP amendment for the project's contract with SunWest Builders and reminded the Board that they approved the early site work amendment at their previous regular meeting on September 9, and that work is now underway. Clawson noted that COCC and SunWest have already managed to find some cost savings on the project, which has allowed them to add a few "wish list" items to the budget. If the Board approves this resolution, SunWest can begin construction tomorrow.

Unger asked if the additional costs that Clawson had mentioned are included in the proposed GMP. Clawson confirmed this. Unger also noted a contingency in the proposed budget and asked, if any funds are left over after the project is complete, could additional wish list items be purchased? Clawson confirmed this.

Unger motioned to approve the GMP contract amendment with SunWest Builders for the Redmond Building 3 Expansion Project in the amount of $4,830,308, to be paid from approved project funds. Merz seconded the motion.

- In favor: Jim Porter, Erin Merz, Laura Craska Cooper, Alan Unger, Erica Skatvold
- Opposed/abstained: none

9c – Board Policy Revisions

Presenter: Erin Merz

9c.1 – Board President-Relationship (BPR) 1: Communication and Delegation to the President, Second Reading – Action

Materials: Item 9c.1.1
Merz noted that no changes have been made to the proposed revisions since the first reading.

9c.2 – BPR 2: President's Job Description, Second Reading – Action

Materials: Item 9c.2.1-2
Merz noted that Unger suggested during the first reading to keep the word "vision" in the second bullet point. It was not included in the draft provided in this meeting's packet, but Merz offered to amend the proposed revisions accordingly.

9c.3 – BPR 6: Order of Administrative Responsibility, Second Reading – Action

Materials: Item 9c.3.1
Merz noted that no changes have been made to the proposed revisions since the first reading.

Merz motioned to approve the second reading of proposed revisions to BPR 1, 2 and 6, with the above-mentioned amendment for BPR 2. Unger seconded the motion.

- In favor: Jim Porter, Erin Merz, Laura Craska Cooper, Alan Unger, Erica Skatvold
- Opposed/abstained: none

10. Board of Directors Operations
10a – Committee Updates
10a.1 – Advocacy Committee

Presenter: Erin Merz

Merz reported that the Committee reflected on their work over the past year and discussed their vision and goals for the coming year, which they will present at a later date. Merz also met with Pereira, COCC faculty, the Administrator of Deer Ridge Correctional Institute (DRCI), and senior staff from Oregon's Department of Corrections (DOC) for a follow-up conversation about the need for laptops for students-in-custody. The DOC approved for DRCI to launch a pilot program for the Associate of Arts Oregon Transfer (AAOT) students to use laptops. The laptops have been ordered and should arrive during the current term. DOC leadership are excited for students-in-custody to have the opportunity to learn how to use new technology without connecting to the internet. Merz thanked everyone involved in these conversations.

Unger thanked Merz for sending out the Oregon Community College Association's (OCCA's) advocacy toolkit for the 2027 legislative session to the rest of the Board and asked if the Advocacy Committee would be using this toolkit to develop an outreach plan for the Board. Merz explained that the Board would follow the OCCA's lead in order to ensure that all of Oregon's community colleges will speak as one voice during the legislative session.

10a.2 – Real Estate Committee

Presenter: Jim Porter

Porter said that the only item of note is the sale of land that the Board approved during this meeting.

10b and c – Board of Directors' Goals and President's Goals

Presenter: Erin Merz

Materials: 10b.1 and 10c.1

Merz explained that these goals are included in the meeting's packet as information items. The Board and Pereira discussed these goals at their most recent retreat. There were no questions.

10d – Board Member Activities

Alan Unger:

- September 23 and 25: COCC Board special meetings
- September 26: Phone call with Pereira
- October 5: Real Estate Committee meeting

Jim Porter:

- September 16, 23, and 30 and October 2 and 14: Meetings with Merz and Pereira
- September 23 and 25: COCC Board special meetings
- October 5: Real Estate Committee meeting

- October 7: Board meeting agenda review with Merz, Pereira and Matthews

Erin Merz:

- September 10: Meeting with Pereira, COCC faculty, DRCI's Administrator and DOC leadership
- September 16, 23, and 30 and October 2 and 14: Meetings with Porter and Pereira
- September 23: Advocacy Committee meeting
- September 25: COCC Board special meeting
- October 2: OCCA Board meeting.
    - The OCCA is recommending a 13.7% increase to the Oregon legislature's Community College Support Fund (CCSF), which equates to $118.6 million.
    - The OCCA will continue to provide updates regarding a federal lawsuit that COCC is involved in, which the Board will discuss further in this meeting during executive session.
- October 7: Board meeting agenda review with Merz, Pereira and Matthews
- October 13: COCC Foundation's Feast at the Old Mill fundraiser

Laura Craska Cooper:

- September 23: Phone call with Porter
- September 23: Meeting with Porter and Pereira
- September 25: Phone call with Skatvold
- September 25: COCC Board special meeting
- October 5: Real Estate Committee meeting
- October 6: Phone call with Angie Anderson-May regarding a legal services request for proposal

Erica Skatvold:

- September 23: Advocacy Committee meeting
- September 23 and 25: COCC Board special meetings
- September 24: Phone call with Craska Cooper
- September 29: COCC Foundation Board retreat
- October 6 and 14: Meetings regarding a legal services request for proposal
- October 13: COCC Foundation's Feast at the Old Mill fundraiser

11. President's Report

Presenter: Greg Pereira

Pereira thanked LaLonde for his years of service as Vice President of Finance and Operations, especially for his extended time with COCC after two failed searches for his successor. He will retire on October 16.

Pereira also thanked everyone involved with the COCC Foundation's Feast at the Old Mill fundraiser, highlighting the Foundation's staff who coordinated the event and the Culinary students who provided the food.

Pereira also thanked everyone involved with COCC's annual Student Welcome Week. It is a large operation that is led by the Student Affairs department and supported by volunteers from COCC's

faculty and staff. Activities included student orientations on all of COCC's campuses and online, helping residents move into Wickiup Hall, and an orientation for new faculty members.

Merz noted that the TRIO department had met its goal. Pereira confirmed this and clarified that the TRIO department had already exceeded its goal for the 2026-27 academic year, having served more students than required by its grant.

12. Upcoming Dates

- October 17: Latinx Heritage Month: Community Bike Ride with Vámanos Outside, 10:00 a.m. – 2:00 p.m. at Shevlin Park
- October 20: Chandler Lecture Series: Seeing the Big Picture: How the Brain Manipulates Our Visual World, 6:30 – 8:00 p.m. in Wille Hall
- October 20 and 22: Latinx Heritage Month: *Solito* Book Discussion, Tuesday at COCC's Prineville Campus and Thursday at COCC's Madras Campus at 5:30 – 7:00 p.m.
- October 21-24: Association of Community College Trustees (ACCT) Leadership Congress at the Hyatt Regency Chicago
- October 27: Latinx Heritage Month: Poetry Reading and Q&A with José Olivarez, Wille Hall at 5:30 – 7:00 p.m.
- October 28: Advocacy Committee Meeting, 1:00 p.m. via Zoom
- October 29: Policy Review Committee Meeting, 12:00 p.m. via Zoom
- November 2: COCC Redmond Campus Expansion Groundbreaking Ceremony, Building 3 at 4:30 p.m.
- November 4-6: OCCA Annual Conference, Sunriver Resort
- November 11: Closed for Veterans Day
- November 12: Board of Directors Meeting, 5:45 p.m. in the Boyle Education Center Boardroom

13. Adjourn to Executive Session

Presenter: Jim Porter

At 8:08 p.m., the Board adjourned to executive session for the following purposes:

- ORS 192.660 (2)(d) Labor Negotiations
- ORS 192.660 (2)(h) Consult with Counsel Concerning Current or Likely Litigation to be Filed

14. Adjourn to Open Session

The Board adjourned to open session at approximately 7:57 p.m.

15. New Business

15a – Faculty Contract – Action

Presenter: Laura Boehme, Tyler Hayes

Materials: 15a.1-4

Merz motioned to approve the 2026-2029 collective bargaining agreement between COCC and the Faculty Forum as negotiated. Unger seconded the motion.

- In favor: Jim Porter, Erin Merz, Laura Craska Cooper, Alan Unger, Erica Skatvold

- Opposed/abstained: none

15b – Representation in Federal Litigation – Action

Presenters: Greg Pereira, Paul Taylor

Materials: Confidential Document

Merz motioned to authorize President Pereira, in consultation with current legal counsel, to negotiate with Miller Nash, the OCCA, and participating community colleges regarding joint representation of COCC in United States of America v. State of Oregon et al., Case No. 3:26-cv-01781-JR. The engagement terms, joint defense agreement, and cost structure will be brought back to the Board for approval before COCC enters into the agreement or incurs obligations under it. Unger seconded the motion.

- In favor: Jim Porter, Erin Merz, Laura Craska Cooper, Alan Unger, Erica Skatvold
- Opposed/abstained: none

16. Adjourn

Presenter: Jim Porter

The meeting adjourned at approximately 8:00 p.m.

From: Jenifer King
To: Feedback
Cc: Jenifer King
Subject: Written Public Comment for October 14, 2026 Board Meeting
Date: Tuesday, October 13, 2026 9:48:24 PM
Attachments: COCC_Original_Board_Statement_September_8_2026.pdf

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Dear COCC Board of Directors,

I am submitting the following written public comment for the October 14, 2026 Board meeting and respectfully request that it be read aloud in its entirety.

For reference, I have attached my original September 8, 2026 written public comment, submitted for the September 9 Board meeting. I ask that it be reviewed alongside this statement so the full context and purpose of my original concerns are accurately understood.

I also respectfully request written confirmation that:

1. This email and the attached statement have been received.
2. Both statements have been distributed to all Board members.
3. My October 14 public comment will be read aloud in its entirety.
4. My request to correct or clarify the September 9 minutes will be considered before their approval.

Public Comment for October 14, 2026

After reviewing the September 9 Board meeting minutes, I am requesting clarification of how my public comment was represented.

My statement was categorized as supporting the Faculty Forum. While I support our faculty, my letter addressed something much broader.

I expressed support for COCC as an institution, recognizing the importance of financial sustainability, adequately supported faculty, educational quality, and student success.

I also asked the Board to examine five specific concerns involving Behavioral Health program capacity, required course availability, disability access, student progression, and the impact of educational delays on Central Oregon's behavioral health workforce.

Those questions were not reflected in the published summary.

I remain concerned that institutional planning and proposed improvements are being discussed while existing accessibility barriers and requests for written answers remain unresolved.

Proposed improvements are not completed improvements. Acknowledging barriers is not the same as correcting them.

My intention has never been to undermine this institution. I believe in COCC and the education it provides. But supporting an institution also means asking difficult questions and expecting accountability.

I respectfully request an accurate public record, written responses to the questions I raised, and clear documentation of what actions have been completed, what remains unresolved, and who is responsible for ensuring access.

Thank you for your consideration.

Jennifer King
COCC Addiction Counseling and Behavioral Health Student

Dear COCC Board of Directors,

Please accept this as my written public comment for the September 9, 2026 Board of Directors meeting. I respectfully ask that my complete comment be distributed to the members of the Board and included with the public-comment materials for this meeting.

My name is Jennifer King, and I am a student in COCC's Addiction Counseling and Behavioral Health program.

I am writing because the conversations taking place right now about budgets, faculty workload, compensation, staffing, and the future of COCC ultimately become student experiences.

I am living one of those experiences.

COCC's current catalog states that most courses in the Addiction Counseling and Behavioral Health program are offered only once per academic year. In the Addiction Counseling certificate pathway, BH 161, BH 162, BH 206, and BH 266 must be completed before a student can begin practicum.

That means the availability of one class can affect much more than one term.

When a required course is offered only once in an academic year, there is almost no room for anything to go wrong. A disability-related access barrier, illness, caregiving responsibility, transportation problem, scheduling conflict, or other unavoidable circumstance may not mean, "I will take the class next term."

It may mean waiting until the following academic year.

And when that course is part of the sequence leading to practicum, the consequences can continue beyond the missed class, affecting progression toward graduation and ultimately delaying entry into the workforce.

I am experiencing this personally as a student with disability-related access needs.

I want to be clear about what I am asking.

I am not asking COCC to lower academic standards. I am not asking faculty to do more with fewer resources. I am not blaming individual instructors or Behavioral Health faculty for the structure of the schedule.

I am asking the College and its governing Board to examine whether students and faculty have enough institutional capacity and flexibility for this program to function as an accessible pathway to completion.

There is an important reason I believe this deserves examination rather than simply being accepted as "the way the schedule works."

COCC's own published sample plans demonstrate that the term placement of these courses can change. In the 2025–26 plan, BH 206 Group Counseling was scheduled in fall while BH 266 ASAM Foundations was scheduled in winter. In the current 2026–27 plan, those placements are reversed: BH 266 is in fall and BH 206 is in winter.

That raises a reasonable question.

When a required course is available only once per year and can affect a student's access to practicum and degree completion, what determines that decision?

Is it enrollment? Faculty availability? Workload? Budget? Program design? Or a combination of these?

Students deserve to understand the answer.

These questions are particularly important now because COCC has itself warned that financial pressures on community colleges can result in fewer course sections, reduced access to required classes, reduced capacity in high-demand career and technical education programs, and strain on staffing and student services.

Those consequences are not abstract to students.

“Reduced access to a required class” can mean another academic year before another opportunity comes around.

I also respectfully ask the Board to examine Behavioral Health program capacity as a whole.

When COCC approved the Behavioral Health and Early Learning certificate in 2025, College program materials stated that existing faculty staffing was adequate for expected enrollment and curricular needs and that the new program would require no additional personnel expense.

That assessment may have been entirely reasonable at the time.

But capacity should not be assumed indefinitely.

Enrollment changes. Programs grow. Faculty responsibilities and workloads change. New credentials may draw upon existing courses and faculty. Student needs change.

I believe it is reasonable to ask whether that staffing assumption still reflects Behavioral Health education at COCC today.

I respectfully ask the Board and administration to examine:

1. Which required courses in Behavioral Health and other career programs are offered only once per academic year, and which of those courses function as gateways to practicum, subsequent coursework, graduation, certification, or employment.

2. Whether current Behavioral Health faculty capacity is adequate for enrollment, course demand, advising, practicum responsibilities, and the number of programs relying upon Behavioral Health courses.

3. Whether additional sections, alternative delivery formats, academically equivalent coursework, directed study, cross-institutional options, or other academically appropriate solutions could provide flexibility while preserving essential learning outcomes and academic standards.

4. Whether disability access and other foreseeable barriers are considered when determining how frequently critical gateway courses are offered.

5. Whether COCC measures the cost of limited course availability not only in institutional dollars, but also in additional terms of enrollment, delayed graduation, and delayed entry into the Central Oregon behavioral health workforce.

That last question matters enormously.

Central Oregon needs behavioral health and addiction professionals.

Every student successfully completing one of these programs represents more than a graduation statistic. That student may become an addiction counselor, behavioral health professional, peer support worker, community health worker, or another member of the workforce serving people and families in our region.

When educational bottlenecks delay qualified students from completing these programs, the consequences do not end at the college doors.

They reach treatment programs.

They reach community organizations.

They reach employers trying to fill behavioral health positions.

And ultimately, they reach Central Oregonians trying to access help.

That is why I believe faculty working conditions and student learning conditions cannot be treated as entirely separate issues.

When a college struggles to recruit, retain, support, or sustainably assign qualified faculty, students can eventually experience those pressures through course availability, program capacity, continuity, advising, and access.

At the same time, COCC has a responsibility to remain financially sustainable.

These realities should not be reduced to choosing one over another.

Students need a financially healthy college.

Students need adequately supported faculty.

Central Oregon needs a strong behavioral health workforce.

And students who are doing the work to enter that workforce need a realistic path through the programs preparing us to get there.

I believe deeply in the Addiction Counseling and Behavioral Health program and in the importance of the faculty who teach it.

I am doing the work to complete this program.

There are other students doing that work too.

We are studying, completing practicums, meeting academic standards, and preparing ourselves to serve a region where behavioral health and addiction services matter deeply.

We should not lower the standards required to enter that workforce.

But we should examine whether unnecessary educational bottlenecks are making it harder for qualified students to reach it.

This is bigger than one course.

It is bigger than one student.

It is a question about whether the educational pipeline COCC has built for Central Oregon's behavioral health workforce has the faculty capacity, course availability, and flexibility necessary to accomplish what our community needs it to accomplish.

I respectfully ask the Board to examine that question.

Thank you for listening to the experience of a student inside that pipeline and for considering student access and progression as you make decisions about COCC's future.

Respectfully,

Jennifer King

COCC Addiction Counseling and Behavioral Health Student

Exhibit: 8a.1
November 12, 2026

Central Oregon Community College
Monthly Budget Status
Highlights of September 2026 Financial Statements

Cash and Investments

The College's operating cash balances currently total $12.5 million. The September average yield for the Local Government Investment Pool is 4.0 percent, the same as the prior month.

General Fund Revenues

Tuition and fee revenues increased $706 thousand in September 2026 compared to the prior month.

General Fund Expenses

The expenses through September 2026 include all required budgeted inter-fund transfers-out for the fiscal year. Remaining budgeted transfers out will be completed, if and when expenses are incurred.

Budget Compliance

All appropriation categories are within budget.

Central Oregon Community College

Monthly Budget Status

September 2026

12-Nov-26

General Fund	Adopted Budget	Year to Date Activity	Variance Favorable (Unfavorable)	Percent of Budget Current Year	Percent of Budget Prior Year
Revenues					
District Property Taxes:					
Current Taxes	$ 25,482,000		$ (25,482,000)	0.0%	0.0%
Prior Taxes	447,000	230,790	(216,210)	51.6%	74.6%
Tuition and fees	22,794,000	8,928,413	(13,865,587)	39.2%	37.3%
State Aid	12,796,000	3,109,158	(9,686,842)	24.3%	24.1%
Program and Fee Income	96,000		(96,000)	0.0%	0.0%
Interest & Misc. Income	1,305,000	37,241	(1,267,759)	2.9%	4.3%
Transfers-In	4,544,000	671,230	(3,872,770)	14.8%	51.3%
Total Revenues	**$ 67,464,000**	**$ 12,976,832**	**$ (54,487,168)**		
Expenses by Function					
Instruction	$ 29,940,316	$ 4,408,489	$ 25,531,827	14.7%	15.8%
Instructional Support	5,906,016	1,243,688	4,662,328	21.1%	20.4%
Student Services	8,264,131	1,507,848	6,756,283	18.2%	20.0%
College Support	7,652,451	2,115,222	5,537,229	27.6%	25.3%
Campus Services	6,821,623	1,381,729	5,439,894	20.3%	22.8%
Information Technology	8,172,458	2,142,734	6,029,724	26.2%	24.0%
Financial Aid	200,000	19,786	180,214	9.9%	10.9%
Contingency	1,000,000		1,000,000	0.0%	0.0%
Transfers-Out	4,670,005	3,088,005	1,582,000	66.1%	65.3%
Total Expenses	**$ 72,627,000**	**$ 15,907,501**	**$ 56,719,499**		
Revenues Over/(Under) Expenses	**$ (5,163,000)**	**$ (2,930,669)**	**$ 2,232,331**		

6/30/2026 Unaudited Fund Balance	$ 7,832,862
FY27 Revenue - Expenses + FY26 Fund Balance	$ 4,902,193
Reserve ratio	6.7%
Reserve liquidity in days	24.6

Central Oregon Community College

Monthly Budget Status

September 2026

12-Nov-26

Non General Funds	Adopted Budget	Year to Date Activity	Variance Favorable (Unfavorable)	Percent of Budget Current Year	Percent of Budget Prior Year
Debt Service Fund					
Revenues	$ 6,276,779	$ 1,625,640	$ (4,651,139)	25.9%	26.1%
Expenses	6,270,065	567,266	5,702,799	9.0%	8.8%
Revenues Over/(Under) Expenses	$ 6,714	$ 1,058,374	$ 1,051,660		
Grants and Contracts Fund					
Revenues	$ 6,391,512	$ 460,225	$ (5,931,287)	7.2%	10.8%
Expenses	6,935,742	1,031,674	5,904,068	14.9%	21.3%
Revenues Over/(Under) Expenses	$ (544,230)	$ (571,449)	$ (27,219)		
Capital Projects Fund					
Revenues	$ 10,100,559	$ 1,810,597	$ (8,289,962)	17.9%	45.9%
Expenses	13,234,762	715,715	12,519,047	5.4%	15.4%
Revenues Over/(Under) Expenses	$ (3,134,203)	$ 1,094,882	$ 4,229,085		
Enterprise Fund					
Revenues	$ 5,499,575	$ 1,740,254	$ (3,759,321)	31.6%	32.3%
Expenses	5,711,412	2,139,203	3,572,209	37.5%	56.1%
Revenues Over/(Under) Expenses	$ (211,837)	$ (398,949)	$ (187,112)		
Auxiliary Fund					
Revenues	$ 7,214,740	$ 2,520,972	$ (4,693,768)	34.9%	49.2%
Expenses	11,000,043	1,790,976	9,209,067	16.3%	19.1%
Revenues Over/(Under) Expenses	$ (3,785,303)	$ 729,996	$ 4,515,299		
Reserve Fund					
Revenues	$ -	$ -	$ -	0.0%	0.0%
Expenses	11,230	11,230	-	100.0%	0.0%
Revenues Over/(Under) Expenses	$ (11,230)	$ (11,230)	$ -		
Financial Aid Fund					
Revenues	$ 22,111,000	$ 961,037	$ (21,149,963)	4.3%	6.7%
Expenses	22,191,825	729,991	21,461,834	3.3%	3.0%
Revenues Over/(Under) Expenses	$ (80,825)	$ 231,046	$ 311,871		
Internal Service Fund					
Revenues	$ 105,000	$ 30,539	$ (74,461)	29.1%	26.9%
Expenses	99,000	17,433	81,567	17.6%	14.3%
Revenues Over/(Under) Expenses	$ 6,000	$ 13,106	$ 7,106		
Trust and Agency Fund					
Revenues	$ 18,200	$ 5,512	$ (12,688)	30.3%	34.8%
Expenses	70,000		70,000	0.0%	0.0%
Revenues Over/(Under) Expenses	$ (51,800)	$ 5,512	$ 57,312		

12-Nov-26

Central Oregon Community College

Cash and Investments Report

As of August 31, 2026

College Portfolio	Operating Funds	Trust/Other Funds
Cash in State Investment Pool		
4089 - General operating fund	$ 8,710,484	
3624 - Robert Clark Trust		$ 380,039
6729 - Redmond Expansion		$ 4,356,114
September Average Yield 4.0%		
Cash in USNB	$ 3,749,920	
Cash on Hand	$ 4,600	
Total Cash	$ 12,465,004	$ 4,736,153

COCC Board General Fund Dashboard

September: COCC Overall

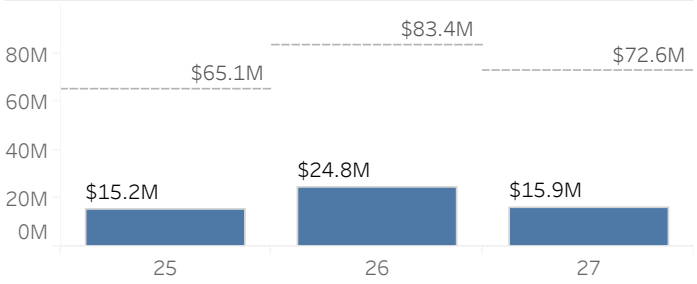
Data Updated: 11/4/2026

Fiscal Year	Year-to-Date Expenditures	Annual Budget	Budget Remaining	% of Budget Spent
27	$15,907,501	$72,627,000	$56,719,499	21.9%

Point-In-Time Expenditures

Compares Expenditures Through September For All Years

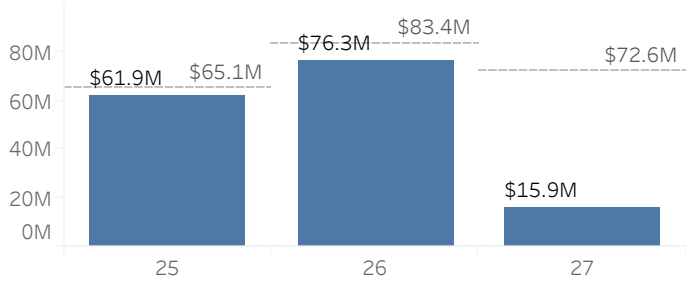
Dotted Lines Indicate Annual Budget



Overall Expenditures

Compares YTD Expenditures to Previous End-of-Year Expenditures

Dotted Lines Indicate Annual Budget



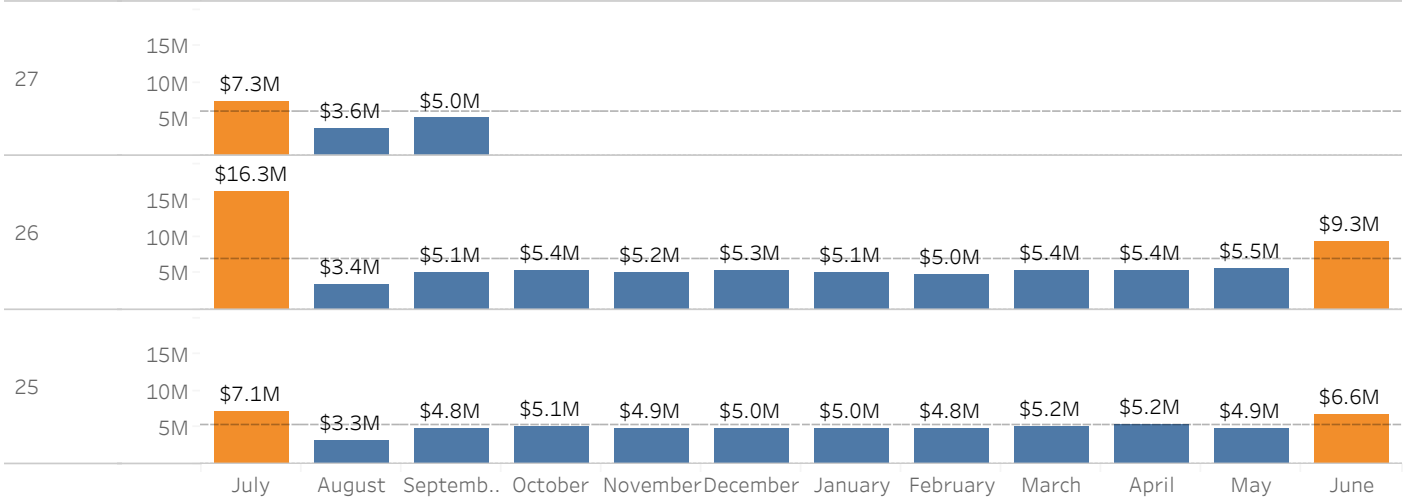
Monthly Expenditures

Compares Monthly Expenditures to Annual Budget Divided by 12

NOTE: The College does not set a budget for each month. This is meant to show spending patterns and which months are higher or lower during the year.

Dotted Lines Indicate Annual Budget Divided by 12

Over/Under: over under



Notes:

Monthly Expenditures: July has higher expenses due to the recording of most budgeted transfers out and annual IT costs. June also has higher expenses due to finalization of remaining transfers out (e.g., Madras in FY26) and faculty overload payments.

This dashboard examines COCC's General Fund.
Data shows both expenditures and transfers out.
Encumbered expenditures not included.

Board Meeting Date: Thursday, November 12, 2026
Exhibit: 8b.1

Central Oregon Community College
Board of Directors
Faculty and Administrators New Hire Report

Administrator Full-Time		
Clare Nieto	Admissions Coordinator	October 29, 2026
Kobe Godwin	Admissions Coordinator	October 29, 2026
Camden Miller	Intramural Sports/Recreation Coordinator	October 30, 2026
Katie Ahern	STEP College/Career Success Coach	October 26, 2026

Central Oregon Community College
Board of Directors
New Hires Report
Date of Hire: October 1-31, 2026

Name	Hire Date	Job Description	Department
Classified Full-Time			
Safford, Olivia Ellen	10/1/2026	Library Specialist - Public	Library
Stice, Nicholas	10/5/2026	Campus Safety Specialist	Campus Safety
Temporary Hourly			
Reyes, Jesus	10/1/2026	Business Advisor II	Regional Credit Instruction
Soni, Rebecca	10/1/2026	EMT Instructional Assistant	Emergency Medical Services
Emmerson, Russell Edw ard	10/1/2026	EMT Lab Assistant	Emergency Medical Services
Cantu, Aishah Simone	10/1/2026	Madras Technology & Office	Regional Svcs. & Madras Campus Oper
Emmerson, Russell Edw ard	10/1/2026	EMT Test Proctor	Emergency Medical Services
Castillo, Isaiah	10/1/2026	Aviation Tutor II	Tutoring and Testing
Emmerson, Russell Edw ard	10/1/2026	EMT Instructional Assistant	Emergency Medical Services
Colvin, Renee Marie	10/1/2026	EMT Lab Assistant	Emergency Medical Services
Soni, Rebecca	10/1/2026	EMT Lab Assistant	Emergency Medical Services
Slaughter, Anne Childress	10/6/2026	Instructional Assistant	Emergency Medical Services
Dolson, John Alexander	10/7/2026	Intramural Flag Football Referee	Club Sports
Kilgore, Rian D	10/13/2026	Instructional Assistant Art &	Art
Olarrea, Quinn Michael	10/13/2026	Manufacturing Lab Assisstant	Manufacturing Processes
Rule, Max	10/19/2026	Manufacturing Lab Assistant	Manufacturing Processes
Havac, Ow en J	10/21/2026	Instructional Assistant	Emergency Medical Services
Fishkin, Jesse Isaac	10/27/2026	Science Tutor Level II	Tutoring and Testing



Guided Pathways

COCC Board of Directors' Meeting
November 2026

Four Pillars of Guided Pathways



Create clear pathways to employment or transfer



Help students choose a pathway



Help students stay on a pathway



Ensure learning is happening with intentional outcomes

Ask → Connect → Inspire → Plan

Education Pathways



Business, Hospitality & Culinary



Health Sciences



Humanities, Fine Arts & Communications



Natural Resources



Public & Emergency Services



Science, Technology, Engineering & Math



Social Science, Behavioral Science & Education



Transportation, Industrial Trades & Apprenticeship

What Are Your Goals?

- Earn a Degree or Certificate
- Get College Credit in High School
- Complete Your GED
- Learn English
- Take Classes for Fun and Enrichment
- Advance Your Business or Career



Education Pathways and Programs

Filter by Education Pathway

- Business, Hospitality and Culinary
- Health Sciences
- Humanities, Fine Arts and Communication
- Natural Resources
- Public and Emergency Services
- Science, Technology, Engineering and Math
- Social Science, Behavioral Science and Education
- Transportation, Industrial Trades and Apprenticeship

Degrees and Certificates

- Less than One-Year Certificate
- One-Year Certificate
- Transfer Preparation
- Two-Year Associate Degree
- Two-Year Certificate



Addiction Counseling and Behavioral Health

Developing skills for counseling, aiding and empowering.

4 Degrees/Certificates



Anthropology

Exploring cultures and societies, past and present.

1 Degree/Certificate



Apprenticeship

Training hands-on in a range of skilled trades.

1 Degree/Certificate



Art and Design

Creating and expressing in the visual arts.

5 Degrees/Certificates



Automotive Technology

Learning automotive diagnostics, maintenance and technologies.

18 Degrees/Certificates



Aviation

Piloting aircraft and working in aviation operations.

4 Degrees/Certificates







Select Language ▼ translated by Google

Find Your Education Pathway at COCC

AI Education Pathway Explorer Tool

Step 1 of 5

What kinds of activities do you enjoy?

Select as many as you like.

- Spending time with friends
- Gaming and technology
- Watching movies, videos or streams
- Social media or creating content
- Sports and fitness
- Listening to or making music
- Art, photography or design
- Cooking, baking or crafts
- Building, fixing or DIY
- Outdoors and nature
- Reading and writing
- Spending time with animals

Or, tell us in your own words:

0/400

Continue →

or Skip

AI can make mistakes. Verify details at cocc.edu or Schedule an Appointment.

Filter by Educ
Busine
Health
Humani
Commu
Natura
Public
Science
and Mat
Social Sc
and Education
Transportation, Industrial Trades and
Apprenticeship
range of
Art and Design
Creating and expressing in the
Automotive Technology
Learning automotive diagnostics,
Aviation
Piloting aircraft and working in

EDUCATION PATHWAYS

Discover the Right Program for You.



Welcome to Education Pathways at COCC — designed to help you explore your interests, get inspired, stay on track and achieve your educational goals. You'll connect with faculty, learn from peers, see career possibilities and find your perfect degree or certificate path.

Eight different Pathways open a range of related studies to discover, each with opportunities, experiences and advisers tailored to your plans. Try out new things. And tap into your passions. With a clear, helpful framework, Pathways will support you every step of the way.



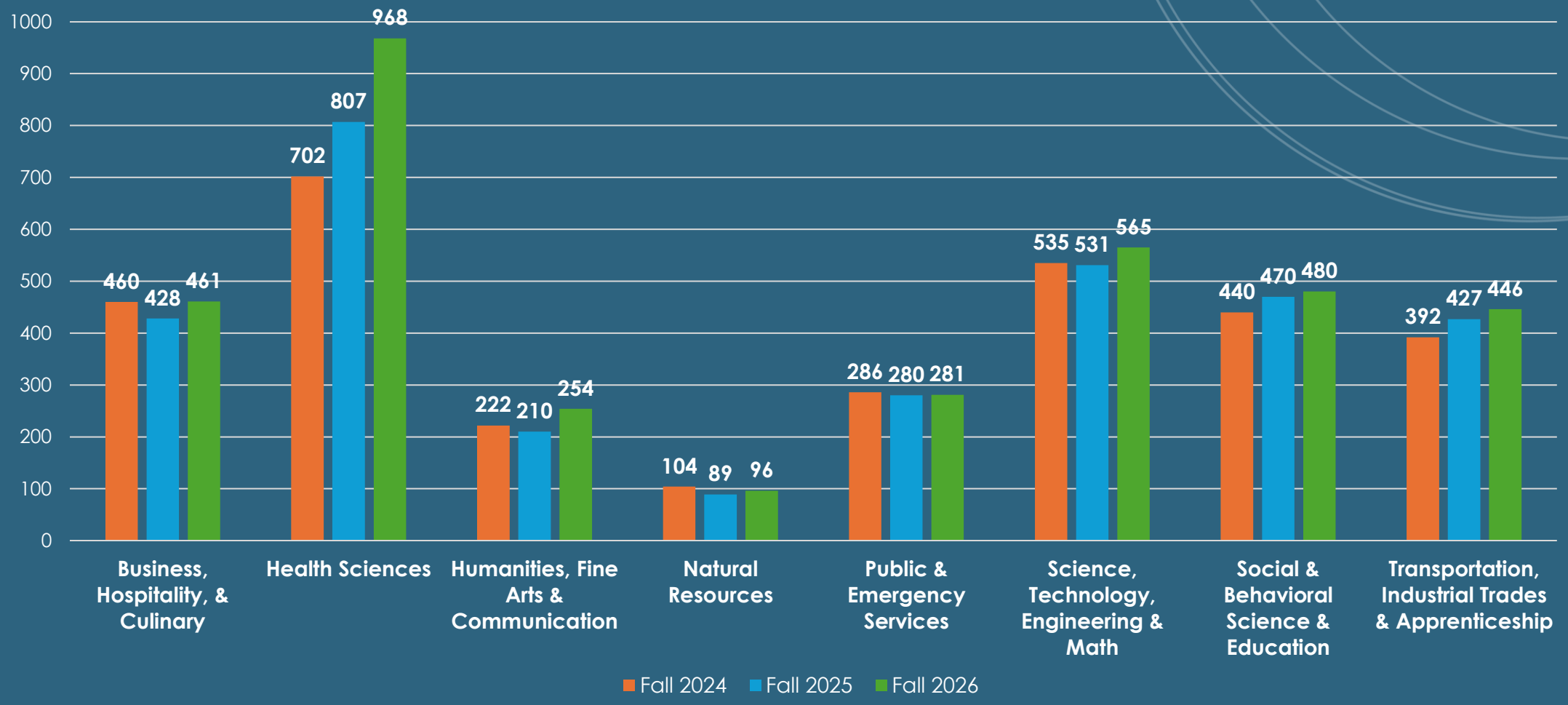
Recruitment

- Integrate education pathways into key recruitment efforts, including Preview Day.
- Organize degrees and certificates by education pathway on recruit materials.
- Updating recruitment communications to highlight education pathways and help students identify their academic goals.

Admissions

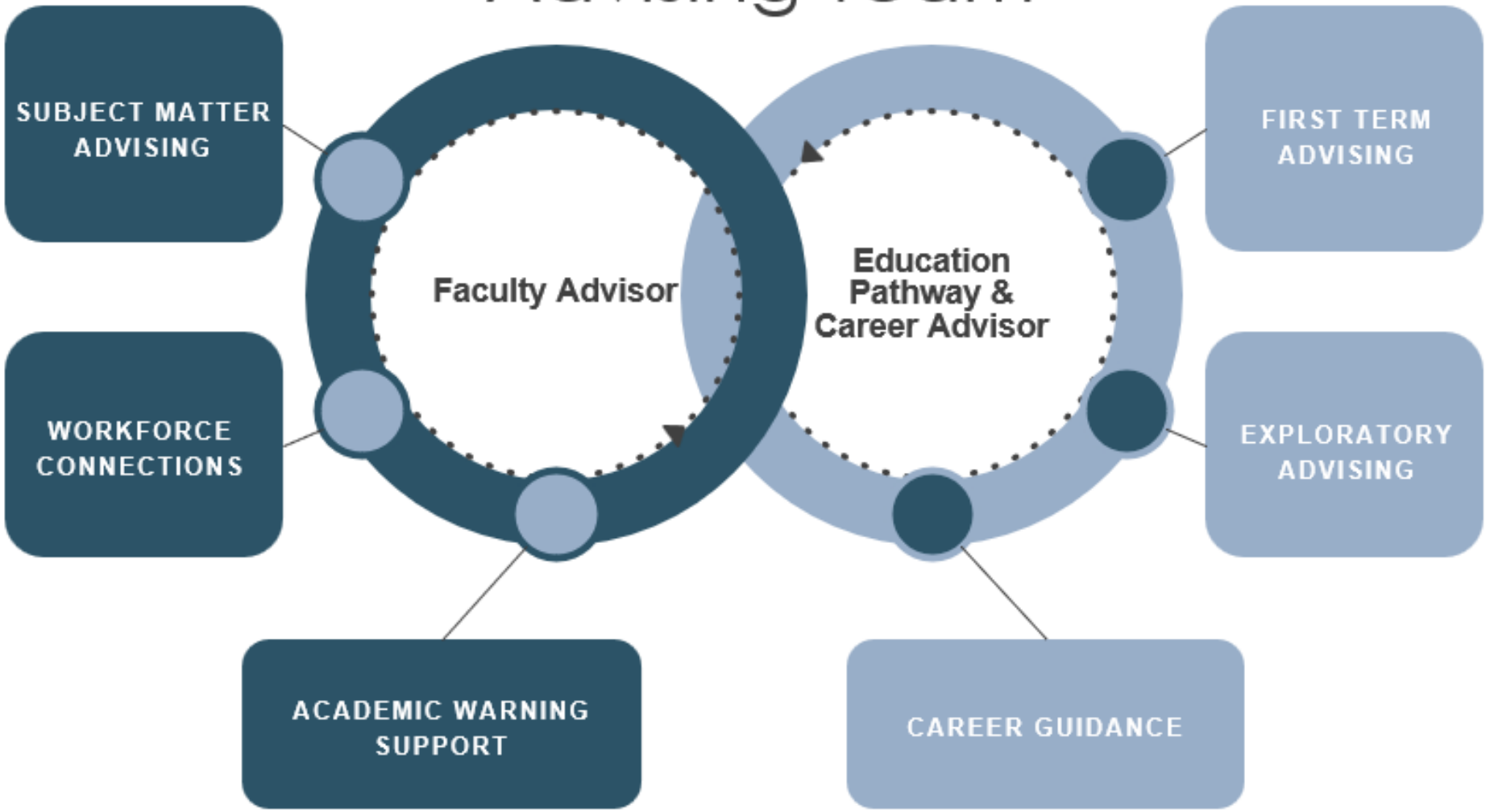
- Use education pathways within admissions application to help students identify degrees or certificates that align with their interests.
- Transition from general “exploratory” option to pathway-based exploration, providing students with clearer direction and stronger connections to their academic goal.

Enrollment by Education Pathway



Advising Redesign

Education Pathway Advising Team



Bobcat Orientation Redesign

What

- Community building, campus connection and student belonging.
- Opportunities for students to connect with faculty, peers and others within their education pathway.



How

- One-hour welcome session: Student panel, introduction to campus resources and essential first-week information.
- Pathway-specific session with content developed with faculty; consistent learning outcomes across all pathways.

Trailhead Courses

Purpose

- Link course content to career and pathway exploration
- Facilitate career and pathway competency development
- Develop a sense of belonging within their pathway and at COCC

Data

- 33 designated courses across all eight pathways
- 46 faculty teaching 60 sections in Fall term
- 1,138 students taking trailhead courses Fall term



Pathways Week

Purpose

- Help students explore a variety of fun activities and get to know faculty in each of the pathways



Connections & Engagement

- Approximately 30 sessions, including noon tabling every day in the Modoc quad
- Students collected EP tokens and submitted an entry for a drawing for a bookstore gift certificate

Tracking Student Success

- Choosing a Path: Number of exploratory students
- Key Courses: Completion of college-level writing and math
- Momentum and Milestones: Number of credits completed
- Persistence: Fall-to-winter and fall-to-fall retention
- Success: Graduation and Transfer

Guided Pathways, Phase II

- Career exploration tool
- Increase emphasis on connection opportunities (in and out of class) by pathway
- Assess trailhead course success in meeting goals
- Explore strategies to support "P/Plan" of the ACIP model
- Assessment of new initiatives
- Continued progress on updating recruitment materials

Board Meeting Date: November 12, 2026
Exhibit No: 9a.1

COCC BOARD OF DIRECTORS

Resolution

Subject	2026-27 Midyear Tuition Increase
Strategic Plan Goals	Student Ready College Workforce Development College Sustainability
Prepared By	Cathleen Knutson, Tyler Hayes

1 – Background

The College recommends a mid-year tuition increase for the 2026-27 academic year, effective beginning Winter Term, 2027. The rationale for this request is that it will ensure the College's ability to maintain high-quality instructional programs, student support services, and college operations across all campuses, while addressing increased operating costs, employee compensation obligations, facility maintenance needs, and the current budget deficit.

The proposed tuition adjustment (outlined below) reflects an approximate **5.4% increase across all residency categories**, including a **$7 per-credit increase for in-district students** and proportional increases for other residency classifications. This approach is recommended for the following reasons:

- Applying percentage-based increases maintains the established relative cost differences among in-district, out-of-district, and out-of-state tuition categories. A flat dollar increase would alter the proportional relationship between residency groups.
- The non-resident veteran tuition rate is calculated as the in-district tuition rate plus 50% of the difference between the in-district and out-of-district tuition rates; this calculation follows state regulations for this tuition category.

Estimated Revenue Impact:
The projected additional revenue associated with this tuition increase reflects Winter and Spring Terms 2027 only. Revenue estimates are based on the projected credit hours included in the College's current fiscal year budget assumptions for those terms.

5.4% Increase						
Residency	**Current**	**Proposed**	**$ Increase**	**% Increase**	**Increase per term at 6 credits**	**Increase per term at 12 credits**
In District	$130	$137	$7	5.4%	$42	$84
Out-of-District/In-State	$185	$195	$10	5.4%	$60	$120
Non-Resident Veteran	$157.50	$166	$8.50	5.4%	$51	$102
Out-of-State	$385	$406	$21	5.4%	$126	$252

EST. REVENUE INCREASE	**$604,639**

2 – Options/Analysis

1) Approve proposed mid-year 2026-27 tuition increase.
2) Do not approve proposed mid-year 2026-27 tuition increase.
3) Propose modifications to the recommended rates.

3 – Timing

Staff request approval at the November Board of Directors' meeting as registration for Winter Term 2027 begins on November 16. Approval at the November meeting ensures students receive accurate and consistent tuition information during the registration process, any approved tuition adjustment must be in place prior to the start of registration.

4 – Budget Impact

The increase in budgeted tuition revenue using the proposed increase is anticipated to be approximately $604,639.

5 – Student Success

The proposed tuition increase may create additional financial challenges for some students, particularly those with limited financial resources. However, the increase is intended to help maintain the instructional programs, student support services, and operational resources that are critical to student success.

The College recognizes that low-income, first-generation, and other financially vulnerable students may be disproportionately affected. To help mitigate these impacts, the College offers financial assistance resources, including emergency funding programs for students experiencing financial hardship. These resources help students address unexpected barriers and remain on track toward achieving their educational goals.

6 – Proposed Resolution

Be It Resolved, that the Central Oregon Community College Board of Directors hereby approves a 5.4% mid-year tuition increase, effective Winter Term 2027, for all residency categories, including in-district, out-of-district/in-state, and out-of-state students. The non-resident veteran tuition rate shall be adjusted in accordance with the College's established tuition calculation methodology.

NEW GP 10: PUBLIC COMMENT
Most recently reviewed/revised: [November 2026]

The Board values public participation and encourages members of the community to address the Board on matters within its jurisdiction. Public comment is intended to assist the Board in carrying out its governance responsibilities while allowing the Board to conduct its meetings in an orderly, efficient, and transparent manner consistent with Oregon Public Meetings Law.

Accordingly, public comment shall be conducted as follows:

1. A public comment period shall ordinarily be scheduled near the beginning of each regular Board meeting and shall not exceed **20 minutes** in total. Anyone who wishes to address the Board should sign up. Unless the Board Chair determines that there are particular reasons for changing the order or priority at a specific meeting, priority will be given to the first (up to) 10 individuals who sign up for public comment, and they will be called upon in the order in which they signed up.

   To sign up, individuals are advised to email feedback@cocc.edu prior to noon on the date of the meeting. Slots permitting, individuals may sign up at the beginning of the meeting. In the event that all slots are filled not later than two hours before the meeting, staff will use reasonable efforts to email those individuals who are not within the first 10 to sign up, letting them know that and that written feedback is always welcome.

2. Individual speakers shall be limited to **two (2) minutes** each. The Board Chair shall enforce this time limit and may conclude a speaker's comments when the allotted time has expired.

3. To maintain the orderly conduct of Board meetings and to balance efficiency, transparency, and respect for the time of the public, College employees, and the Board, the Board Chair is authorized to:

   a. Reduce the total time allotted for public comment when reasonably necessary to conduct the Board's business;

   b. Move all or a portion of the public comment period to a later point on the meeting agenda;

   c. Cut off speakers who violate No. 8 below;

   d. Adjourn the meeting if and when the Board Chair believes the room exceeds its occupancy limits, the situation in the room has become unsafe, or the situation in the room is no longer suitable or advisable for the Board to continue the meeting; and

   e. Administer the public comment period in a manner consistent with this policy and applicable law.

4. Individuals who have prepared written remarks are encouraged to submit those remarks to the Board in lieu of reading them verbatim. The Board Chair shall ensure that all written comments submitted for the meeting are provided to each Board member, and each Board member is expected to read all written comments that are submitted. Individuals will not be permitted to read remarks, letters or comments on behalf of other parties; if a person is unable to attend the meeting, they may submit written remarks.

5. Speakers are encouraged to avoid repeating comments or arguments previously presented. Individuals wishing to express agreement with an earlier speaker are encouraged to state their agreement and limit any additional remarks to new information or perspectives.

6. Public comment is an opportunity for the Board to receive information from the public. Following public comment, the Board is not obligated to respond to comments, answer questions, engage in dialogue with speakers, or take action on matters raised unless otherwise required by law or included elsewhere on the meeting agenda.

7. The Board Chair is authorized to administer this policy and apply reasonable procedures necessary to facilitate the orderly and efficient conduct of Board meetings. When the Board Chair believes a good reason to do so exists, the Board Chair will have the right to waiver or modify the public comment guidelines in this policy to in individual situations

8. Speakers shall address the Board as a whole and conduct themselves in a respectful manner. Speakers will not be permitted to use profane or abusive language, to engage in personal attacks, or to seek to disrupt the normal conduct of the meeting. The Board Chair has the authority to warn, rule out of order comments or conduct, and may cut short a speaker who violates this policy.

GP 9: BOARD OPERATIONS

Approved: 6/9/1993; ~~Most recently reviewed/revised:~~ Revised: 3/13/1996; 11/14/2001; 12/9/2016; 9/8/2021; 9/11/2024; 11/12/2026

The Board will operate in a consistent manner, following the policies detailed herein, and, unless otherwise noted and/or subject to applicable law, adhere to these operational proceedings:

1. The Board will meet on the second Wednesday of each month, normally at 5:45 p.m. in the Christiansen Board Room of the Boyle Education Center on the Bend campus. When the Chair deems it necessary or advisable to reschedule the time or date of a regular meeting, the Chair may do so, in consultation with the President and the remainder of the Board. Reasons for rescheduling may include, but are not limited to, assuring quorum, accommodating other College needs for the Board Room, and avoiding conflicts with holidays or community/College events. The Chair may upon their own motion, or at the request of three members of the Board, by giving notice to all members of the Board and the public call for an emergency meeting or special meeting of the Board; provided, however, special meetings must be called and noticed at least 24 hours prior to the holding of the special meeting. All meetings of the Board will be called, noticed, and held in accordance with the rules of the Board, ORS Chapter 341, and Oregon's Public Meetings Law. The Board will use reasonable efforts to hold at least one meeting on each campus annually and one meeting a year in other communities within the College's district.
2. To foster equitable participation by all Board members and to facilitate efficient and effective meetings, the Board shall generally follow Robert's Rules of Order in the conduct of meetings.
3. At the annual organization meeting, to be held as part of the regular July Board meeting, the Board shall elect a Chair and a Vice-Chair. The ~~3.~~ Vice-Chair will serve as Chair-elect, with the expectation, but not the obligation, of becoming Chair. No Vice-Chair is required to subsequently serve as Chair, and the Board has no obligation to elect a former Vice-Chair as Chair. The Vice-Chair shall fulfill the duties of the Chair in the absence of the Chair.
4. When a vacancy as specified under ORS 341.335(1)(a)-(d) occurs on the Board, the remaining Board members shall cause the College to publicly advertise the vacancy and seek applications from members of the public who reside within the zone represented by the vacancy. The Board shall prescribe the format in which applications to fill the vacancy

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4. are to be submitted. Time permitting, the Board may choose to convene a subcommittee of Board members to screen applications, and/or interview applicants, and make a recommendation to the Board. At a regular or special meeting, the Board shall then fill the vacancy with a qualified individual. The member so selected shall serve until the next Board election at which time the current Board member (or a successor) shall be formally elected to fill the remainder of the unexpired term, if applicable.

5. During the budget review process, the Board will convene the District Budget Committee, in accordance with ORS Chapter 294.

6. The Board Chair, in consultation with the Vice-Chair and with input from Board members and the President, will set the Board's meeting agendas. The Chair will seek to base agendas upon then-current issues for the College as well as upon the goals and issues agreed upon by the full Board at a retreat.

7. To the extent permitted by Oregon law and College technology, Board members may participate in meetings via telephonic conference call or other electronic means of conferring and be considered present, provided all members of the Board and the public attending the meeting can reasonably hear the voice of the Board member, and the Board member can reasonably hear the voices of the other members of the Board and the public attending the meeting. In accordance with applicable law, the College will provide electronic access or other means for the public to attend meetings of the Board.

~~8. The Board will give high priority to participation by members of the public and of the College community. The Board reserves the right to establish time limits for public comment, take partial testimony, to limit debate or to take whatever actions are necessary to offer a fair hearing to an individual within the time necessary to complete the published agenda.~~

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~~9.~~8. The naming of any campus, building~~,~~ or significant spaces within Central Oregon Community College shall be at the discretion of the Board of Directors.

A. The Board may choose to name a building after a major geographical feature, facility function or after persons involved with the College or state of Oregon. The Board may use a naming committee to recommend names for particular campuses, buildings or significant spaces.

B. The Board may choose to name smaller areas of the College, such as rooms or spaces, after persons living or deceased, or organizations which have given a major service or made major contributions to the College, College Foundation~~,~~ or College ~~district~~.

C. The Board will consult with, and consider requests from, the President and the executive director of the COCC Foundation in exercising naming opportunities.

D. The Board may, as it deems appropriate, change the name of any campus, building, room, space~~,~~ or area of the College.

E. This policy shall not apply to directional, numeric, or alphabetical designations designed to assist with wayfinding. Such designations shall be within the discretion of the president or their designee(s).

~~10.~~9. When the Board finds it to be in the best interest of the College, the Board may disregard any of its policies and take action contrary to such policy(ies). Such action will first require a resolution approving a deviation from policy or the clear consensus of a majority of the Board.

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GP 8: BOARD MEMBERS' CODE OF CONDUCT
Approved: June 9, 1993; Most recently reviewed/revised: September 11, 2024

Given the role that a Board member plays, and the fact that they are often seen as the "face" of the institution, the Board expects at all times that its members will exhibit ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior at all times.

1. Board members must represent unconflicted loyalty to the interests of the College ~~stakeholders and constituents~~. This accountability supersedes any conflicting loyalty such as that to advocacy of interest groups and membership on other Boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
    A. There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to information.
    B. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates.
    C. Should a Board member be considered for employment, they~~s/he~~ must temporarily withdraw from Board deliberation, voting and access to applicable Board information.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
    A. Board members' interaction with the President or with staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above.
    B. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board.
    C. Board members will refrain from making any public remarks or disparaging comments about the President or staff that could damage the College's reputation.

4. Board members will treat one another with courtesy, respect, and professionalism, in and outside of meetings.

A. Board members will work with one another in a spirit of cooperation and good faith, and will engage in debate on issues without personal attacks.
B. Board members will not engage in conduct toward fellow Board members that is harassing, intimidating, or demeaning.
C. Once the Board has acted, members will accurately represent the Board's decision to the public and will not present their individual views as those of the Board.
D. A Board member with a concern about a colleague's conduct is encouraged to raise it first directly and privately with that member. If unresolved, the concern may be raised with the Board Chair (or Vice Chair if it involves the Chair), who may address it informally as described in Item 5. Any formal action is reserved to the full Board under Item 5.

5. Consistent ~~with~~to Section 2 of GP 2~~.2~~, the Board is responsible for enforcing this Code of Conduct on itself. The Board Chair (or Vice Chair, if the concern involves the Chair) may address a concern informally, through measures that include, but are not limited to, a private conversation or an informal reprimand. Formal action by the Board, including censure or removal from a committee assignment or Board office, requires written notice to the member, an opportunity to respond, and majority approval at a public meeting. Censure is a formal expression of the Board's disapproval and does not remove a member from office or limit a member's lawful rights and duties. All proceedings will comply with Oregon public meetings and public records law. Nothing in this policy shall be interpreted to restrict speech or association protected by the First Amendment or Article I, Section 8 of the Oregon Constitution.

~~4.~~ 6. Board members will be reimbursed for all Board and ~~/~~College ~~related travel; however, the College does not pay meals, lodging or other costs for family member(s) who may accompany the Board member unless circumstances are pre-approved by the Board Chair~~ business, in accordance with COCC Reimbursement Policy G-31.8.6.1.

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