COCC BOARD OF DIRECTORS MEETING

Date: September 9, 2026
Time: 5:45 – 9 p.m.
Location: COCC Crook County Open Campus, Rooms 119 and 120 / 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 – Associated Students of COCC Update	Buccafurni/Polacek/Crumpton	5.1-8
6 – Public Comment	Alberg	
7 – Consent Agenda – Action	Porter	
7a – July 8, 2026 Regular Meeting Minutes	Matthews	7.1-10
8 – Information Items		
8a – Monthly Budget Status	LaLonde	8a.1-4
8b – New Hire Reports	Boehme	8b.1-2

Agenda Item	Presenter(s)	Materials
8c – Workforce and Community Development Needs Assessment: COCC Prineville Campus	Kristensen/Lenhart	8c.1.1-13 and 8c.2.1-18
8d.1 – 2023-27 Strategic Plan: Year Three Mission Fulfillment Indicator Report	Moore/Boehme/Boone/Hamlin/ LaLonde	8d.1.1-11
8d.2 – 2023-27 Strategic Plan: Mission Fulfillment Presentation	Moore/Boehme/Boone/Hamlin/ LaLonde	8d.2.1-8
9 – New Business		
9a – Redmond Campus Expansion Early Site Work Authorization – Action	LaLonde/Clawson/SunWest Builders	9a.1-9
9b – Flight Simulator Purchase – Action	Shipman/Russell	9b.1-4
9c – Board Policy Revisions	Craska Cooper	
9c.1 – BEP 4: Asset Protection, Second Reading – Action		9c.1.1-4
9c.2 – BPR 1: Communication and Delegation to the President, First Reading – Action		9c.2.1
9c.3 – BPR 2: President's Job Description, First Reading – Action		9c.3.1-2
9c.4 – BPR 6: Order of Administrative Responsibility, First Reading – Action		9c.4.1
10 – Board of Directors Operations		
10a – Committee Updates		
10a.1 – Audit and Finance Committee	Unger	
10a.2 – Investment Committee	Craska Cooper	
10a.3 – Policy Review Committee	Craska Cooper	

Agenda Item	Presenter(s)	Materials
10a.4 – President Evaluation Committee	Porter	
10a.5 – Real Estate Committee	Krenowicz	
10b – Board Committee Appointments	Porter	10b.1-6
10c – Board Member Activities	Board Members	
11 – President's Report	Pereira	
12 - Dates	Porter	
Monday, October 5 – Chandler Lecture Series: The Oregon Cascades: A Story Within Ice with Nick Zentner – The Tower Theatre, Bend at 6:00 – 8:00 p.m.		
Tuesday, October 13 – COCC Foundation's Feast at the Old Mill – Anthony's at the Old Mill at 5:30 p.m.		
Wednesday, October 14 – Board of Directors Meeting – Redmond Campus, Building 3, Room 306 at 5:45 p.m.		
13 – Adjourn to Executive Session	Porter	
ORS 192.660 (2)(d) Labor Negotiations ORS 192.660 (2)(e) Real Property Transactions		
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 US 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.

ASCOCC

UPDATES AND PLANS FOR FALL 2026

STUDENT GOVERNMENT
ASCOCC

WHAT WE'LL COVER

- NEW STRUCTURE
- RECRUITING
- FINANCIAL PRIORITIES
- CLUBS
- EARLY PLANS

STUDENT GOVERNMENT
ASCOCC

NEW STRUCTURE

Old

1. President
2. Director of Financial Affairs
3. Director of Student Affairs
4. Director of Campus Affairs
5. Internal Affairs Coordinator
6. External Affairs Coordinator
7. Legislative Affairs Coordinator
8. Redmond Campus Liaison
9. Madras Campus Liaison
10. Prineville Campus Liaison
11. Wickiup Hall Liaison
12. Office Coordinator

New

1. President
2. Vice President
3. Director of Clubs and Communication
4. Director of Events and Outreach
5. Clubs and Communication Coordinator
6. Events and Outreach Coordinator
7. Events and Outreach Coordinator
8. Student Equity Coordinator

STUDENT GOVERNMENT
ASCOCC

RECRUITING

Currently Filled

- President
- Vice President
- Student Equity Coordinator

Recruiting Efforts

- Phone call and emails from President to students who expressed interest in Student Government
- Posters around campus
- Social media posts
- Internal staff recommendations

STUDENT GOVERNMENT
ASCOCC

FINANCIAL PRIORITIES

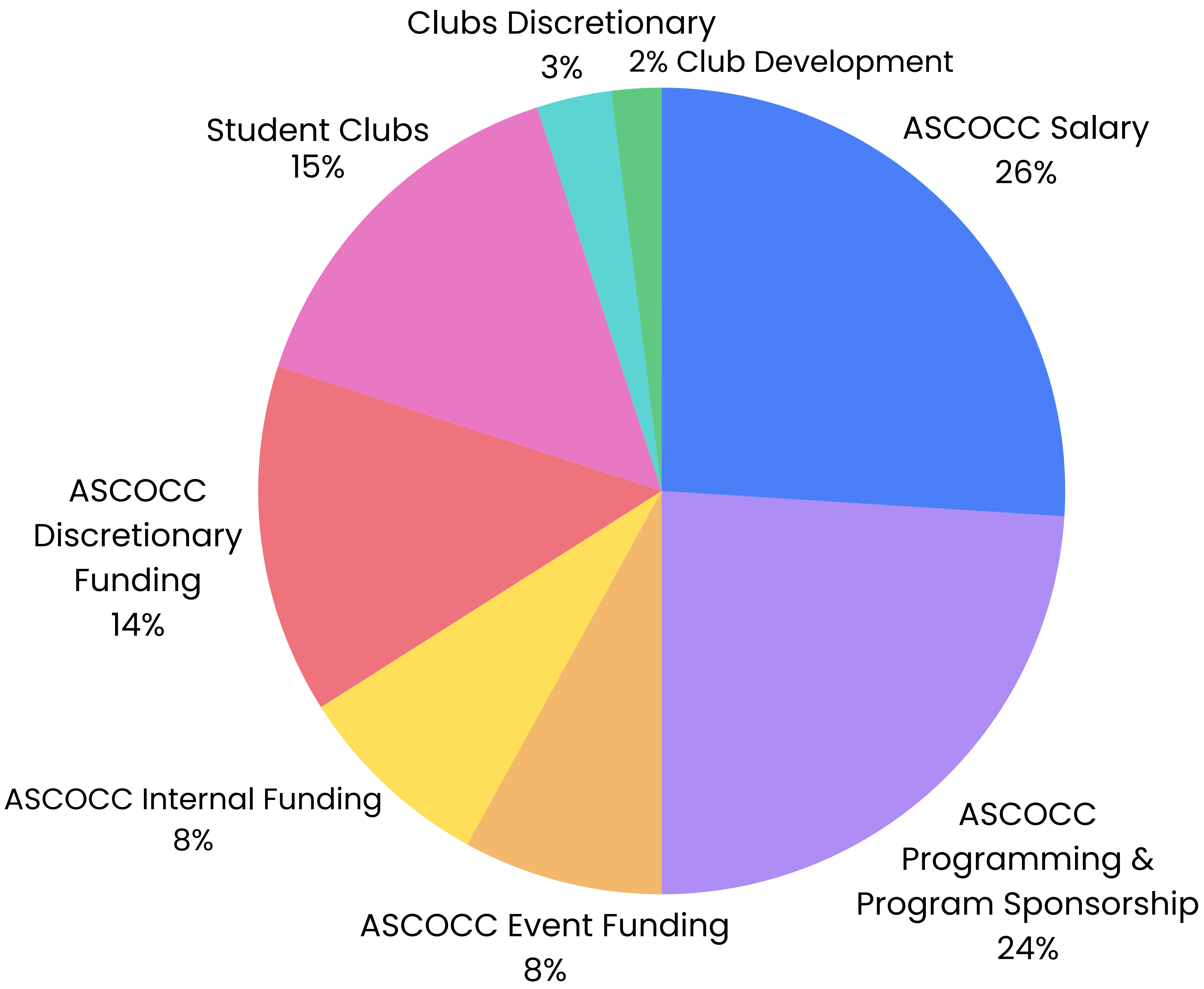
What is ASCOCC funding?

- Food bank
- Visiting Scholar Program (helps to support free tickets for students to attend speaking sessions)
- Salmon Bake
- Latinx Fiesta
- Black History Month Dinner
- Thanksgiving food drive
- Student Life events
- Events (including at our branch campuses and all outreach efforts)

STUDENT GOVERNMENT
ASCOCC

FINANCIAL PRIORITIES

STGOVT and STGPRM Total: $255,516



STUDENT GOVERNMENT
ASCOCC

CLUBS

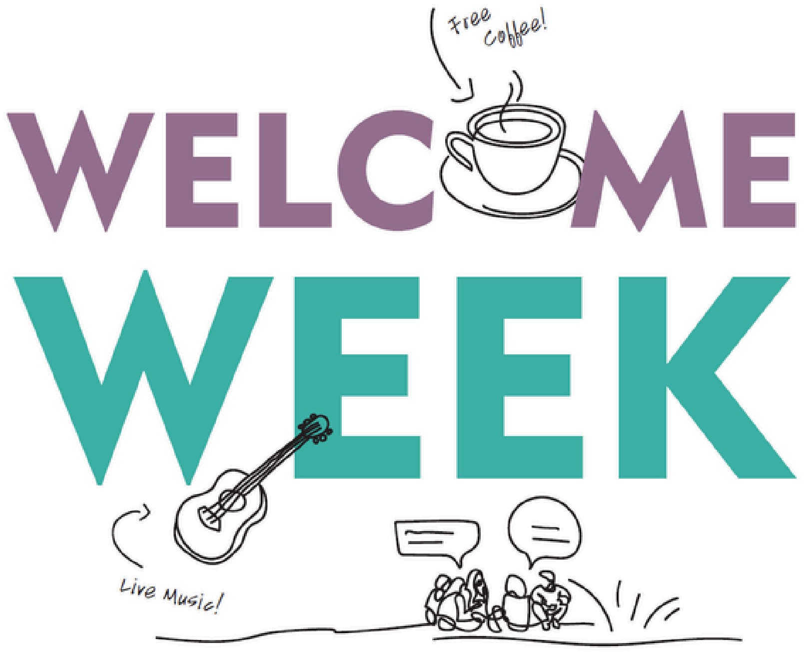
- 28 active clubs last academic year
- Snapshot of clubs include:
  - Aviation Club
  - Behavioral Health Club
  - Dungeons & Dragons Club
  - Latinx Club
  - Student Veterans of America
  - Q+ Club
- Starting a club:
  - 4 committed students
  - 1 staff or faculty advisor

STUDENT GOVERNMENT
ASCOCC

EARLY PLANS

Additional Priorities

- Voting and voter registration events
- Clubs
- Resource fair for Welcome Week
- Club Mixer event
- Recruitment for ASCOCC positions



STUDENT GOVERNMENT
ASCOCC

COCC BOARD OF DIRECTORS MEETING MINUTES

Date: July 8, 2026
Time: 5:45 p.m.
Location: COCC Bend Campus, Boyle Education Center Boardroom / YouTube

1. Call to Order

Presenter: Erica Skatvold
The meeting was called to order at 5:45 p.m.

2. Native Land Acknowledgement

Presenter: Erica Skatvold
Materials: Item 2a.1
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 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	Erica Skatvold (Chair), Jim Porter (Vice-Chair), Laura Craska Cooper, Erin Merz, Erin Foote Morgan, Alan Unger
COCC Staff	Alicia Moore (Acting President), Michael LaLonde, Annemarie Hamlin, Zak Boone, Laura Boehme, Andrew Davis, Jodi Lawrence, Kyle Matthews, Lucas Alberg, Cindy Lenhart, Jessica Giglio, Amy Ward, Owen Murphy
Guests	Paul Taylor, Ivy Hernandez-Rodriguez

4. Agenda Changes

Presenter: Erica Skatvold

No changes were made to the agenda.

5. Public Comment

Presenter: Lucas Alberg

COCC EMS Program Director/Assistant Professor II Michael Greene expressed his support for his colleagues during the ongoing negotiations between COCC's leadership and the Faculty Forum. He also spoke on the difficulties of recruiting successors for retiring faculty.

6. Consent Agenda

Presenter: Erica Skatvold

Materials: Items 6a.1-8, 6b.1-4, and 6c.1-8

Merz clarified for the June 10 meeting minutes, in item XII.2a.1, Rep. Jason Kropf and Rep. Emerson Levy did not attend the graduation ceremony at Deer Ridge Correctional Institution.

Craska Cooper called for a motion to approve the consent agenda with the proposed amendment, seconded by Foote Morgan.

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

7. President's Evaluation

Presenter: Erica Skatvold, Jim Porter

Materials: Item 7a.1

Porter read a statement that said the Board has completed its evaluation of Dr. Greg Pereira's performance, and they found that he met or exceeded all of their expectations. The Board recognized Pereira's efforts towards transparency and meeting with every employee as COCC's new President. Porter called for a motion to approve the resolution to extend Pereira's contract. Craska Cooper seconded the motion.

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

8. Chair and Vice-Chair Elections

Presenter: Erica Skatvold

Unger nominated Porter for Chair. Porter accepted the nomination. There were no further nominations. Craska Cooper seconded the nomination.

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

Craska Cooper nominated Merz for Vice-Chair. Merz accepted the nomination. There were no further nominations. Skatvold seconded the nomination.

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

9. Information Items

9.1 – Monthly Budget Status

Presenter: Michael LaLonde
Materials: Item 9a.1-4
LaLonde noted that COCC's general fund reserve ratio is currently 18.2% or 66 days of operational funds. This information will be regularly included in the monthly budget status moving forward.

9.2 – New Hire Reports

Presenter: Laura Boehme
Materials: Item 9b.1-2
There were no questions.

9.3 – TRIO Student Support Services Update

Presenters: Andrew Davis, Jodi Lawrence, Ivy Hernandez-Rodriguez
Materials: Item 9c.1-9
Moore introduced the presenters and thanked Sean Tevlin, the COCC Foundation's Director of Grants, for his leadership in securing the TRIO grant to launch this program, as well as Rogue Community College for helping COCC apply for this grant.

Davis credited COCC's TRIO team for meeting all of the grant's requirements in the small amount of time they were given. They hired a full team and have done exceptional work in the past six months.

Lawrence explained that TRIO programs are designed to support first-generation college students, students from income-eligible backgrounds, and students with disabilities. These programs are intended to increase college retention, graduation and transfer rates; support students' success; and close equity gaps by providing proactive support for students throughout their higher education. COCC received a Student Support Services grant from TRIO in September 2025, which is the largest of all of TRIO's programs. Over 200 students have applied to participate in COCC's program.

Merz asked what the enrollment requirement is for the grant to continue. Lawrence said that 104 must be enrolled in the program by the end of August and suggested it would not be an issue. 90 students are currently enrolled in the program.

Craska Cooper asked if orientation for the program takes place in person. Lawrence said that enrolled students can opt for an orientation in person or via Zoom.

Hernandez-Rodriguez shared about her experience thus far as a student enrolled in COCC's TRIO program. As a first-generation college student, this program has helped her learn how to prepare for the college experience.

Moore noted that one of two additional TRIO grants that COCC is currently applying for is the Talent Search Grant, which would help COCC work with local schools—including Ridgeview High School, Madras High School and La Pine High School—to encourage students to consider enrolling at COCC.

Craska Cooper asked if Prineville High School is eligible. Moore said that Prineville High School is not eligible. Eligibility for schools to participate includes lower graduation rates and low-income rates. However, that does not mean a school's eligibility cannot change in the future.

9.4 – 2023-27 Strategic Plan Update

Presenters: Alicia Moore, Zak Boone, Laura Boehme, Cindy Lenhart, Jessica Giglio, Amy Ward
Materials: Item 9d.1-21
Moore explained that some action items from this plan are concluding in 2026. These action items have been integrated into routine operations for specific departments or have become a regular part of Collegewide practices.

Lenhart reminded the Board that the Strategic Scheduling project is intended to create a student-centered, yearlong course schedule for all of COCC's campuses, as well as help the College make data-informed decisions on class dates, times, locations and delivery modes. Giglio shared that this new system has been in place for two years after an initial two years of development. A Scheduling Administrator was recently hired to oversee this process moving forward.

Moore reported on Adult Student Recruitment and Retention. In their research, the team learned that COCC was already doing 80-90% of what was considered best practices for this project. Some of those practices were fine-tuned over the past two years and the project is ready for sunsetting.

Foote Morgan asked how COCC's adult learner population compares to others in terms of percentage. Moore explained that it is difficult to measure as every community college's population is different. She suggested that COCC's adult learner population is most similar to Linn-Benton Community College's.

Foote Morgan asked what percentage of COCC's students are considered adult learners. Moore said that students age 25 or older are considered adult learners, which is about 50% of COCC's students.

Unger asked if COCC was able to adopt common course numbering. Moore explained that it is a state-wide initiative for colleges to adopt common course numbering. COCC currently has over 20 courses using this system, and the state will be adding additional courses to the initiative in the coming years.

Boone reported on the conclusion of the Madras Campus Expansion project. The new building opened at the start of the Winter 2026 term to offer classes for Early Childhood Education, Medical Assistant, Nursing, and Nursing Assistant. The childcare facility is managed by The Children's Learning Center and they will be opening a third classroom this month. The project cost $23 million in total, including $10.1 million from external resources and the remaining $12.9 million from College resources. FTE enrollment for the Winter 2026 term increased by 37% compared to the previous year and Spring 2026 FTE enrollment increased by 113%. The total headcount increased 2.1%. Fall 2026 point-in-time is projected to see an increase of 70.7% FTE and 23.7% in total headcount.

Ward reported on the Redmond campus' Manufacturing and Applied Technology Center (MATC) Revitalization project, which focused on updating facilities and equipment, forming industry partnerships in the community, developing stackable certificates and customized trainings, and student learning outcomes. About 60 classes have gone through the curriculum review process. The campus has hosted seminars for local high school students who are interested in manufacturing. Course success rate for this year was 96%, which is a 23% increase from two years prior. Through COCC's Fund for the Improvement of Postsecondary Education (FIPSE) grant, a Workforce Development Coordinator was hired to connect students with employers as potential new hires or interns. Local industries are contacting the Redmond campus to recruit students and send their employees to short-term trainings. Point-in-time enrollment has seen a 10% FTE increase and a consistent headcount compared to last year.

Boehme reported on the Unified Data Analytics Solution (UDAS) project. Over the past year, a pilot project was coordinated to use COCC's new UDAS tool to pull student data from multiple sources, rather than only from Banner. This will increase efficiencies for other reporting, and the data that this new program compiles will help COCC make better informed decisions to serve its students. Next steps will include moving high-demand reports to the UDAS and expanding capabilities by adding data from Human Resources and Fiscal Services, as well as additional sources in the future.

Foote Morgan asked what the UDAS project has allowed COCC's staff to learn that was not known before. Boehme explained that, before the UDAS project was implemented, COCC was unable to pull data from multiple sources simultaneously. COCC's long-term plan is to learn how to do this in-dependently, rather than paying a vendor in-definitely. Moore added that this new technology allows COCC's staff to easily merge data from credit and non-credit courses.

Porter asked if this project would also make it easier for COCC to compile data that would be used for grant applications. Boehme and Moore confirmed this.

Moore shared a schedule of future reports that will be presented at Board meetings through July 2027. Ward, Aimee Metcalf and Tom Barry will be co-chairing a committee to plan the next strategic plan, starting in the Fall 2026 term.

9.5 – Strategic Plan Update: College Sustainability

Presenters: Laura Boehme, Michael LaLonde, Owen Murphy

Materials: Item 9e.1-12

LaLonde reported that the Facilities Master Planning Committee has appointed and trained advocates to take charge of monitoring any energy waste and improper disposal of recyclables, as well as reporting needs for repairs for all of COCC's buildings. The buildings are also being 3D modeled as some of their drawings are outdated or were never documented. The Committee has received feedback from students, faculty, staff and community members on the needs of the buildings, and they have conducted a space utilization assessment. LaLonde shared a timeline that projected a new facilities master plan and implementation strategy to be finalized in the fall 2026 quarter.

LaLonde also reported on the President's Climate Leadership Commitment (PCLC). COCC has updated its building management systems to optimize its heating and A/C operation times, installed energy monitoring meters in all of the Bend campus' buildings, continued donating unwanted items to divert waste when students move out of Wickiup Hall, continued a partnership with Pacific Power to use cleaner energy, decreased natural gas usage by 16% from the previous year, and conducted College-wide greenhouse gas emission inventories for 2024 and 2025. Opportunities for future projects include reducing natural gas consumption; electrify gas fired heating and cooking; on-site solar power; a commuting survey for students and staff; and updates to roofing, HVAC systems, and boilers. COCC has already reached its goal of a 16% energy use reduction by 2030, and it is currently at a 26.7% reduction. A stretch goal for 2030 is to be carbon neutral for on-campus stationary combustion, mobile sources of combustion, refrigeration, and fertilizers. The goal for 2050 is still complete carbon neutrality.

Murphy reported on developing a curriculum on sustainability, which focuses on increasing awareness, offering classes, and increasing student engagement. The largest offering was the Ponderosa Project, which was a workshop where 25 faculty members discussed how to incorporate sustainability into their curriculums. Their work was implemented during the 2025-26 academic year. Faculty also participated in monthly discussions on sustainability.

Merz asked if faculty members volunteered to participate in the Ponderosa Project. Murphy confirmed this and said the project ended up taking on more volunteers than initially intended because so many were interested. He also clarified that there was a $1,000 incentive for each participant selected.

Foote Morgan asked if there is a showcase for all of the work that came out of the Ponderosa Project. Murphy said that there will be a page on COCC's website to showcase their work.

Unger asked what the students learned from these courses. Murphy explained that some of the courses focus on raising awareness about sustainability issues, while others are designed for environmental science majors who are interested in working in the sustainability field.

Porter asked how the Ponderosa Project started. Moore explained that Murphy has been a member of COCC's strategic plan committee and has championed sustainability education for the College.

LaLonde also reported on Upgrading Business Operations, which includes training administrative assistants and budget managers on various College systems, implementing a program and course fee process, reducing the number of accounts in COCC's general fund, and developing a portal for contract templates.

Boehme reported on Employee Awards, Recognitions, Celebrations, and Professional Development. Efforts this year focused on awards and recognition. This included colleague recognition in multiple formats, including formal awards, postcards, and digital shoutouts. In the coming year, the committee will focus on creating appreciation stations; developing new awards for teamwork, student impact and kindness; and the Great Colleges to Work For survey in the Spring 2027 quarter.

Boehme also reported on Culturally Inclusive Hiring Practices. Funds were used from the Strategic Planning Fund to increase reimbursements for candidates' out-of-area travel for in-person interviews, which has increased the number of applicants for faculty positions. The committee also reviewed and improved the hiring and selection process by offering culturally responsive trainings, introducing more equitable recruitment practices, and utilizing advertising funds to attract diverse candidates. COCC's hiring pools have also increased over the past year.

Merz asked where the College might be able to get additional funding for candidate travel in the coming year. Boehme said that funding would continue to come from the Strategic Plan Fund.

Foote Morgan asked if COCC's hiring pools have increased in all of its metrics, or specifically when it comes to inclusive hiring goals. Boehme said it was for the total numbers of applicants across all open positions.

9.6 – Employees of the Year and Diversity Awards

Presenter: Laura Boehme
Materials: Item 9f.1
Boehme recognized this year's award recipients:

- Full-time Faculty: Tom Barry, Professor of Sociology
- Adjunct/Part-time Faculty: Carolyn Parker, Part-time Instructor for Health and Human Performance
- Administrator: Wendy Patton, Assistant Director of the COCC Foundation
- Classified: Tracy Crockett, Administrative Assistant, Prineville Campus
- Diversity Award: Emma Chaput, Professor of Biology

9.7 – Designation of Succession to the President

Presenter: Laura Craska Cooper
Materials: Item 9g.1

Craska Cooper reminded the Board that they have a policy that requires the President to designate a line of succession each year in case the President is unable to designate an acting President in their absence. Pereira, who was unable to attend this meeting, has designated Moore and Hamlin as first and second successors respectively for the coming year.

10. New Business

10.1 – Proposed Revision to Board Policy BEP 4: Asset Protection, First Reading

Presenter: Laura Craska Cooper, Michael LaLonde
Materials: Item 10a.1-4

Craska Cooper explained that LaLonde had suggested developing a policy on deferred maintenance. Pereira suggested that policy could be added to BEP 4. The Policy Review Committee worked with LaLonde to develop the proposed revisions to BEP 4 to include language on deferred maintenance. Language was also added that calls for the President to work with senior College staff, rather than be solely responsible for all asset protections. LaLonde added that there were revisions to the President's purchasing authority for any expenses of $100,000 or more. Those revisions align with COCC's Rules of Procurement, increasing that amount to $250,000 or more.

Skatvold motioned to approve the first reading of the proposed revisions to BEP 4, seconded by Foote Morgan.

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

11. Board of Directors Operations

11.1 – Decision on August Meeting

Presenter: Jim Porter

Porter reminded everyone that it has been a tradition for the Board to not convene for a regular meeting during the month of August, and they can schedule an emergency meeting if necessary.

Craska Cooper motioned to not convene for a regular meeting in August 2026, seconded by Skatvold.

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

11.2 – Summer Retreat Update

Presenter: Jim Porter

Porter noted that the retreat is scheduled for July 18 at 8:30 a.m. at the Redmond campus in Building 3, Room 306. Craska Cooper said that she would only be able to attend the early portion of the retreat.

11.3 – Committee Updates

11.3.1 – Policy Review Committee

Presenter: Laura Craska Cooper

Craska Cooper said that the Committee has been reviewing polices and working on revisions over the past month. There has been a trend of reviewing one policy that references another policy, which leads to reviewing those policies as well. The Committee has made significant progress over the past year since the conclusion of the President search process.

11.4 – Board Member Activities

Erin Merz:

- June 13: COCC Commencement ceremony
- June 18 and July 1: Policy Review Committee meetings

Alan Unger:

- June 13: COCC Commencement ceremony

Erica Skatvold:

- June 12, 22 and 26: Meetings with Porter and Pereira
- June 13: COCC Commencement ceremony
- June 18 and July 1: Policy Review Committee meetings
- July 1: Board meeting agenda review with Porter, Pereira and Matthews
- July 6: Phone call with Craska Cooper

Laura Craska Cooper:

- June 11: COCC Nursing program pinning ceremony
- June 13: COCC Commencement ceremony
- June 13: Dinner with Greg and Anissa Pereira, Crook County School District Superintendent Joel Hoff, and COCC Prineville Campus Director Suzie Kristensen, which was an auction prize from the COCC Foundation's Meal of the Year.
- June 18 and July 1: Policy Review Committee meetings
- June 28: Volunteered at COCC's booth at Crook County's Prideville festival
- July 6: Phone call with Skatvold

Erin Foote Morgan:

- June 13: COCC Commencement ceremony
- July 8: Phone call with Porter

Jim Porter:

- June 12, 22 and 26: Meetings with Skatvold and Pereira
- July 1: Board meeting agenda review with Skatvold, Pereira and Matthews
- July 8: Phone call with Foote Morgan

12. Acting President's Report

Presenter: Alicia Moore

Moore reported that 857 students graduated in the 2026-27 academic year and 306 of them participated in the Commencement ceremony on June 13. Tyler Hayes led logistics for the event and 75 staff members volunteered to help coordinate. Approximately 1,800 guests attended.

COCC's annual Summer Symposiums took place in late June, which included Latinx, Native American and Afrocentric programs, as well as a new 2SLGBTQIA+ program. A total of 59 high school students participated over five days and four nights. Half of each day involved classes with COCC's faculty and the other half involved cultural appreciation, special projects planning, and team building activities.

As part of the College's accreditation requirements, COCC received its cyclical Policy Regulations and Financial Review from the Northwest Commission on Colleges and Universities (NWCCU). No irregularities were found. The NWCCU's next campus visit will be in the Spring 2027 term.

Grant Ermis was recently hired as COCC's newest Instructional Dean to oversee the College's health careers programs.

In response to the need to replace Mazama Hall's trusses, COCC invoked its emergency procurement process to award SunWest Builders a $1.4 million contract, as well as some soft costs totaling $500,000. Onsite work will take place in September through December 2026. The north half of the building will be closed during the Fall quarter, and Davis will be meeting with faculty over the next few weeks to find alternative locations for classes that normally take place in those facilities. More information will be shared with all College personnel at a later date.

Craska Cooper asked where the funding for Mazama Hall's repairs will come from. LaLonde explained that a significant portion of the non-general fund balances will be used to pay for this project. Craska Cooper asked if there will be a budget amendment. LaLonde confirmed this.

Merz asked if Mazama Hall will remain open through the Summer 2026 term. LaLonde confirmed this and said the facilities will close on September 18.

13. Upcoming Dates

- July 16: Policy Review Committee Meeting, 2:00 p.m. via Zoom
- July 17: Advocacy Committee Meeting, 10:00 a.m. via Zoom
- July 18: Board of Directors Retreat, 8:30 a.m. – 12:30 p.m. at the Redmond Campus, Building 3, Room 306
- July 20: Real Estate Committee Meeting, 3:00 p.m. via Zoom
- September 9: Board of Directors Meeting, 5:45 p.m. at the Crook County Open Campus, Room 119/120

14. Additional Segment

Presenter: Jim Porter
Porter present Skatvold with a plaque in recognition of her service as Board Chair during the 2025-26 fiscal year.

15. Adjourn to Executive Session

Presenter: Jim Porter
At 7:53 p.m., the Board adjourned to executive session for the following purposes:

- ORS 192.660 (2)(d) Labor Negotiations
- ORS 192.660 (2)(f) Information or Records Exempt from Public Inspection

16. Adjourn

Presenter: Jim Porter
The meeting adjourned at 9:15 p.m.

Exhibit: 8a.1
September 9, 2026

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

Cash and Investments

The College's operating cash balances currently total $15 million. The average yield for the Local Government Investment Pool remained at 4.0 percent; no change from the last budget report.

General Fund Revenues

Tuition and fee revenues represent summer session and fall term enrollment as of the end of July. Total remaining transfers-in will be posted at year-end, if necessary, to support the general fund reserve balance.

General Fund Expenses

The expenses through July 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
July 2026

09-Sep-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	91,622	(355,378)	20.5%	35.0%
Tuition and fees	22,794,000	7,011,459	(15,782,541)	30.8%	29.0%
State Aid	12,796,000	-	(12,796,000)	0.0%	0.0%
Program and Fee Income	96,000	-	(96,000)	0.0%	0.0%
Interest & Misc. Income	1,305,000	6,839	(1,298,161)	0.5%	0.7%
Transfers-In	4,544,000	671,230	(3,872,770)	14.8%	51.3%
Total Revenues	**$ 67,464,000**	**$ 7,781,150**	**$ (59,682,850)**		
Expenses by Function					
Instruction	$ 29,940,316	$ 996,478	$ 28,943,838	3.3%	3.6%
Instructional Support	5,906,016	473,201	5,432,815	8.0%	6.1%
Student Services	8,264,131	366,331	7,897,800	4.4%	5.2%
College Support	7,652,451	826,560	6,825,891	10.8%	10.6%
Campus Services	6,821,623	486,487	6,335,136	7.1%	7.6%
Information Technology	8,172,458	1,088,121	7,084,337	13.3%	11.3%
Financial Aid	200,000	7,769	192,231	3.9%	5.2%
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**	**$ 7,332,952**	**$ 65,294,048**		
Revenues Over/(Under) Expenses	**$ (5,163,000)**	**$ 448,198**	**$ 5,611,198**		

6/30/2026 Unaudited Fund Balance	$ 7,795,672
FY27 Revenue - Expenses + FY26 Fund Balance	$ 8,243,870
Reserve ratio	11.4%
Reserve liquidity in days	41.4

Central Oregon Community College

Monthly Budget Status

July 2026

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	$ 1,181,181	$ (5,095,598)	18.8%	19.2%
Expenses	6,270,065	-	6,270,065	0.0%	0.0%
Revenues Over/(Under) Expenses	$ 6,714	$ 1,181,181	$ 1,174,467		
Grants and Contracts Fund					
Revenues	$ 6,391,512	$ 248,080	$ (6,143,432)	3.9%	6.2%
Expenses	6,935,742	252,002	6,683,740	3.6%	3.6%
Revenues Over/(Under) Expenses	$ (544,230)	$ (3,922)	$ 540,308		
Capital Projects Fund					
Revenues	$ 10,100,559	$ 1,502,514	$ (8,598,045)	14.9%	38.9%
Expenses	13,234,762	124,930	13,109,832	0.9%	6.4%
Revenues Over/(Under) Expenses	$ (3,134,203)	$ 1,377,584	$ 4,511,787		
Enterprise Fund					
Revenues	$ 5,499,575	$ 508,491	$ (4,991,084)	9.2%	8.3%
Expenses	5,711,412	1,700,408	4,011,004	29.8%	49.6%
Revenues Over/(Under) Expenses	$ (211,837)	$ (1,191,917)	$ (980,080)		
Auxiliary Fund					
Revenues	$ 7,214,740	$ 1,828,166	$ (5,386,574)	25.3%	36.4%
Expenses	11,000,043	588,495	10,411,548	5.3%	6.6%
Revenues Over/(Under) Expenses	$ (3,785,303)	$ 1,239,671	$ 5,024,974		
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	$ 892,164	$ (21,218,836)	4.0%	3.5%
Expenses	22,191,825	711,410	21,480,415	3.2%	2.9%
Revenues Over/(Under) Expenses	$ (80,825)	$ 180,754	$ 261,579		
Internal Service Fund					
Revenues	$ 105,000	$ 5,884	$ (99,116)	5.6%	5.3%
Expenses	99,000	5,587	93,413	5.6%	5.3%
Revenues Over/(Under) Expenses	$ 6,000	$ 297	$ (5,703)		
Trust and Agency Fund					
Revenues	$ 18,200	$ 2,978	$ (15,222)	16.4%	17.9%
Expenses	70,000		70,000	0.0%	0.0%
Revenues Over/(Under) Expenses	$ (51,800)	$ 2,978	$ 54,778		

09-Sep-26

Central Oregon Community College

Cash and Investments Report

As of July 31, 2026

College Portfolio	**Operating Funds**	**Trust/Other Funds**
Cash in State Investment Pool		
4089 - General operating fund	$ 12,557,430	
3624 - Robert Clark Trust		$ 377,506
6729 - Redmond Expansion		$ 4,327,072
July Average Yield 4.0%		
Cash in USNB	$ 2,503,239	
Cash on Hand	$ 4,600	
Total Cash	$ 15,065,269	$ 4,704,578

Board Meeting Date: Wednesday, September 9, 2026
Exhibit: 8b.1

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

Faculty Full-Time		
Ryan Ballinger	Full-Time Temporary Faculty – Health and Human Performance	September 8, 2026
Gabriela Hernandez	Assistant Professor I - Mathematics	September 8, 2026

Administrator Full-Time		
Michael Wilson	Financial Aid Advisor	July 22, 2026
Rachel Terrell	Director Adult Basic Skills	July 27, 2026
Zachry Weber	Information Security Specialist	August 1, 2026
Paige Polacek	Student Engagement Coordinator	August 3, 2026
Jessica Ford	Director Testing/Tutoring	September 1, 2026
Daniel Witty	Residence Life Coordinator	September 1, 2026

Central Oregon Community College
Board of Directors

Board Meeting Date: September 9, 2026

New Hires Report
Date of Hire: August 1-31, 2026

Exhibit: 8b.2

Name	Hire Date	Job Description	Department
Classified Full-Time			
Storm, Austin Gregory	8/3/2026	Campus Custodian	Custodial Services
Cheshier, Matthew T	8/3/2026	Financial Aid Specialist	Financial Aid
Robinson, Ryan Thomas	8/14/2026	Aviation Operations Specialist	Aviation Program
Barrett, Sayw ard	8/17/2026	Instructional Specialist	Instructional Deans
Classified Part-Time			
Salidas, Sandra Jeanne	8/5/2026	Administrative Assistant	Career Services and Job Placement
Temporary Hourly			
Perez, Kianna Keeley	8/10/2026	Nursing Tutor II	Tutoring and Testing
Holm, Benjamin Esaias	8/17/2026	Aviation Tutor Level II	Tutoring and Testing
Chism, Kyona Jordan	8/21/2026	Bookstore Cashier I	Bookstore
Wybaczynsky, Andriy	8/24/2026	CFI- Non-Instructional	Aviation Program
Kelly, Jacob	8/24/2026	Writing Tutor Level II	Tutoring and Testing
Wybaczynsky, Andriy	8/24/2026	Basic Flight Instructor	Aviation Program
White, Christopher Aidan	8/26/2026	Aviation Tutor II	Tutoring and Testing
Pallister, Hunter	8/26/2026	Science Tutor II	Tutoring and Testing

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PRINEVILLE CAMPUS

Workforce and Community Development Needs Assessment: Prineville Campus

COCC Board of Directors Briefing

Suzie Kristensen, Prineville Campus Director

Cindy Lenhart, Instructional Outreach Dean

September 9, 2026

Why this assessment?

?

Where can COCC make the most meaningful difference for Crook County residents and the employers who depend on a skilled local workforce?

This report is intended to give COCC leadership and the Board information to inform strategic decisions about program investment, expansion, and partnership development at the Prineville Campus and in the Crook County community.

Credit and non-credit programming

CTE, transfer, workforce, community ed, dual credit

Labor market data

State, regional, and local sources

Community voice

12 focus group sessions

Thank you to the following needs assessment participants. We appreciate your valuable input!

Ashley Thunell	East Cascades Works
Brenna Fulks	Economic Development for Central Oregon
Bri Van Roekel	Crook County School District
Brian Vierra	Economic Development for Central Oregon
Caroline Ervin	City of Prineville
Casey Kaiser	City of Prineville
Chris Mickey	Meta
Darin Kessi	Crook County School District
Ellen Wayte	Economic Development for Central Oregon
Greg Lambert	Mid Oregon Personnel
Heather Ficht	East Cascades Works
Jake Huffman	Crook County School District
Jake Procino	Oregon Employment Department
Jay Barott	Centerline Drilling
Jennifer Graham	East Cascades Works

Joel Hoff	Crook County School District
Jon Stark	Economic Development for Central Oregon
Josh Smith	City of Prineville
Karee Miller	City of Prineville
Kelsey Haskett	Economic Development for Central Oregon
Laura Craska Cooper	Community Voice
Marv Sumner	City of Prineville
Meghan McKee	Crook County
Rebekah Lambert	Community Voice
Riley Webber	Centerline Drilling
Ryan Cochran	Crook County School District
Scott Cooper	Community Voice
Seth Crawford	Crook County
Steve Curley	Economic Development for Central Oregon
Teresa Weir	East Cascades Works

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How we gathered the evidence

12 FOCUS GROUP SESSIONS

September 2025 – March 2026 · in-person and virtual

- Employers and industry partners (Meta, Centerline Drilling, Mid Oregon Personnel, etc.)
- City and county government
- K-12 education (Crook County School District)
- Economic development partners (EDCO, East Cascades Works)
- Community members and foundation leaders

QUANTITATIVE DATA SOURCES

- Oregon Employment Department (projections, wage data)
- Lightcast job posting analytics: 142 tracked occupations
- PSU Population Research Center demographic forecasts
- EDCO Prineville Economic Profile and Community Roadmap
- Future Ready Oregon high-demand / high-wage profiles
- City of Prineville and Crook County budget documents

A community in transition

62%
Estimated population growth by 2072*

20-39
Primary age of in-migration

46
Median age in Crook County

25%
Current workforce over the age of 55

Population growth and new opportunities with real potential

Crook County's population is on the edge of a generational workforce shift. We have a rare opportunity to build skilled pathways for newcomers and longtime residents.

*Chen, C., Sharygin, E., Whyte, M., Loftus, D., Rynerson, C., Alkitkat, H. (2022). Coordinated Population Forecast for Crook County, its Urban Growth Boundaries (UGB), and Area Outside UGBs 2022-2072. Population Research Center, Portland State University.

Who we are serving

BY THE NUMBERS

- Population: 27,808 which is up over 12% since 2020
- 90.1% hold a high school diploma or GED
- Only 32.2% hold an associate degree or higher
- ~$12,500 annual earnings gap between a HS diploma and an associate degree
- Above average unemployment rate (Crook County 5.7%, State of Oregon 5.2%, Deschutes County 4.9%, and Jefferson County 5.4% as of June 2026)

COMMUNITY VALUES

- Trades-oriented and practical: programs should lead directly to jobs and credentials
- Not a strong “college-going” culture; trust in higher ed must be earned
- Distinct community identity: success on Crook County's own terms, not compared to other communities
- Deep social capital: civic pride, volunteerism, and a can-do collaborative spirit
- Employers cite a need for workplace readiness including gaps in reliability, communication, and follow-through

Labor market at a glance

- **Business services and entrepreneurship**: emerging opportunity
- **Manufacturing**: stable jobs, strong wages
- **Healthcare**: high need, regional response
- **Construction**: a sector in expansion

Proposal:
A Crook County workforce training center concept

A programmatic identity and physical presence within the current Prineville Campus, connecting Crook County residents to career-relevant credit and non-credit training. This is in addition to credit coursework, not a replacement for existing transfer and CTE programming.

A Brand

A clear, marketable identity communicated to employers, partners and prospective students

A Place

Uses existing Prineville Campus facilities. Classroom reconfiguration may be necessary

A Structure

Works closely with Center for Business and Community Education and Small Business Development Center

A Champion

A dedicated Program Manager for employer relationships, coordination and outreach

So, what are we doing now?

Fall 2026!

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We are already starting to address workplace readiness and lifelong learning needs

Center for Business and Small Business Development Center

- Management and Supervisor Training Series
  - Supervising Teams
  - Working with Difficult People
  - Recruiting and Retaining Great Employees
- Explore Fiber Technician training
- Workplace skills like Excel
- In-person Starting Your Business SBDC class
- Publicized Small Business Development Center office hours on Prineville Campus

Community Education:

- Personal enrichment classes (cooking, arts, gardening, local history)
- Youth Camps (Summer 2026; free to community)
- Senior fitness and mobility programming for older adults
- Community lectures and cultural events building on local history and geology

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Credit courses with a focus on workforce development

Business Essentials Certificate

(Pending final approval)

Fall 2026
- BA 101Z Intro to Business
- BA 178 Customer Service

Winter 2027
- BA 218 Personal Finance
- BA 223 Marketing Principles I

Spring 2027
- BA 214 Business Communication
- BA 233 Internet Marketing (online)

Other CTE courses available:

Fall 2026
- CJ 100 Intro to Criminal Justice
- ED 200 Intro to Education
- ED 152 Family, School, Com. Relations

Winter 2027
- ED 216 Foundations of Education
- PHE 100 Intro to Public Health

Spring 2027
- ED 112 Children's Lit and Curriculum
- PHE 282 Community Health Worker

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Building the pathway and the community

HIGH SCHOOL PARTNERSHIPS

- Examine College Now and dual credit options, prioritizing CTE-aligned pathways in business, construction trades and health sciences; continue working with stakeholders
- Streamline co-enrollment so College Now students are automatically connected to COCC
- Navigating College Program for high school students; including early engagement, College Success college class, and mentoring
- CCHS enrollment is projected to exceed 1,200 students by 2034, surpassing current building capacity of 900

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A starting point, not a finished plan

COCC's Prineville Campus is the only locally accessible postsecondary institution in Crook County: trusted, well-positioned, and ready to grow into the county's workforce future.

1

Form the Workgroup

Suzie Kristensen, Cindy Lenhart, Stephanie Goetsch (Center for Business and Community Education), J.C. Nore (Small Business Development Center Director)

2

Build the Implementation Plan

Phased plan developed over the 2026–27 academic year, starting with short-term priorities

3

Engage Partners and Form Advisory Group

Employers, Crook County School District, EDCO and East Cascades Works help shape and promote the Center

Workforce and Community Development Needs Assessment: COCC Prineville Campus

Prepared by

Suzie Kristensen
Prineville Campus Director

Cindy Lenhart
Instructional Outreach Dean

May 2026

Table of Contents

Executive Summary

Purpose

This report presents findings from a workforce development needs assessment conducted to guide Central Oregon Community College's strategic decisions for the Prineville Campus. The central question driving this work is: what educational and workforce training programs does the Prineville community most need, and what does COCC have both the opportunity and responsibility to provide? The assessment combines quantitative labor market data from multiple state and regional sources with direct community input gathered through twelve focus group sessions spanning employers, public agencies, economic development partners, K-12 education leaders, and community members.

A Community in Transition

Crook County is experiencing significant economic growth alongside persistent workforce challenges. Between 2020 and 2024, total payroll employment grew 17.5%, wage growth exceeded 80% — the highest rate in Oregon — and construction employment tripled to nearly 850 workers. And yet the county's unemployment rate of 5.7% sits above the state average, employers report persistent skills gaps, and educational attainment trails statewide benchmarks. Approximately one-third of residents hold an associate degree or higher, and the nearly $12,500 annual earnings gap between a high school diploma and an associate degree makes a direct economic case for accessible local credential and training pathways.

Key Findings

Labor market analysis points to several high-opportunity sectors for COCC programming at the Prineville Campus.

- **Construction and Skilled Trades** represent the single strongest workforce opportunity. Regional projections call for 13% additional growth from 2023 through 2033, and nearly 500 open positions were recorded across the East Cascades in 2024, with many skilled trades roles offering six-figure earning potential.
- **Manufacturing** employs over 700 workers in Crook County and represents an important source of middle-wage employment. CNC machinist, welder, millwright, and industrial maintenance technician positions are consistently identified as hard to fill locally.
- **Business Services and Entrepreneurship** added nearly 100 jobs between 2020 and 2024, a 20% increase. Lightcast job posting data confirms consistent local demand for bookkeeping, office administration, and business support roles.
- **Healthcare** is among the fastest-growing sectors regionally, with 11,000+ total workforce openings projected across Central Oregon by 2033, alongside a significant and growing local need for long-term care and medical support roles.

Anchor Recommendation: Crook County Workforce Training Center

The anchor recommendation of this report is the establishment of the Crook County Workforce Training Center — a programmatic identity and physical presence at the Prineville Campus that builds on existing credit offerings by adding a dedicated workforce training hub. The Center serves working adults, recent high school graduates, displaced workers, small business owners, and community members through both credit and non-credit programming. A dedicated

Program Manager working with COCC's Center for Business and Community Education is recommended to support the Center's launch and growth.

The Center's initial programming menu includes a Business Essentials Certificate already in development, expanded Management and Supervisory Series under the Center for Business, Small Business Development Center (SBDC) programming, a Spanish-language small business workshop series, and exploration of a fiber optics technician or construction readiness training. As the Center grows, more courses and trainings might include Industrial Maintenance Technician training, Fiber Technician training, and Electrician Apprenticeship Readiness and HVAC training.

Additional Recommendations

Expanding College Now and Concurrent Enrollment offerings with Crook County School District as well as a Navigating College program are short-term priorities, with CTE articulation agreements and pre-apprenticeship pathways recommended for medium-term development. Lifelong learning and community enrichment programming, including personal enrichment classes, senior fitness programming, and community lectures, will establish the campus as a community gathering place and build goodwill with the broader population.

Next Steps

The findings and recommendations in this report are a starting point, not a finished plan. A phased implementation plan developed in collaboration with employers, the school district, EDCO, East Cascades Works, and other key stakeholders is the recommended next step.

Section 1: Introduction

Purpose of the Report

Crook County is growing, and that growth is creating both opportunity and urgency for COCC's Prineville Campus. This report documents the findings of a comprehensive needs assessment designed to answer a foundational question: where can COCC make the most meaningful difference for Prineville-area residents and the employers who depend on a skilled local workforce? The assessment combines labor market analysis with direct community input gathered from employers, public agencies, economic development partners, K-12 educators, and community members across twelve focus group sessions. Together, these sources reveal where educational access gaps are greatest, which workforce training needs are going unmet, and where COCC is best positioned to act. The result is a practical evidence base to guide COCC leadership and the Board of Directors in making strategic, community-grounded decisions about program investment, expansion, and partnership development at the Prineville Campus

COCC Prineville Campus: Current State

The COCC Prineville campus serves as a local access point for postsecondary education in Crook County. Community members and students, who may otherwise face geographic, financial, or personal barriers, view the Prineville campus as their most affordable option. For perspective, Redmond is 19 miles away from Prineville, Madras is 30 miles, and Bend is 36 miles, making distance a meaningful consideration for many community members seeking access to higher education.

- **Facilities** include four traditional classrooms, a computer lab, a conference room, a teaching kitchen, and offices for staff and faculty. Two of the four classrooms support both in-person and hybrid instruction. One small office and a separate kitchen space are rented to a local community-based organization.
- **Students** reflect a mix of recent high school graduates, adult learners, and dual-enrolled high school students. Many seek flexible options, online or hybrid, to balance education with work and family responsibilities. Enrollments in credit courses are tied to the availability and consistency of the credit course schedule.
- **Current credit course offerings** support foundational academic pathways including the Associate of Arts Oregon Transfer (AAOT) degree, basic skills, and GED preparation, alongside CTE courses in business, criminal justice, computer science, and education. These offerings provide students with both direct workforce entry opportunities and transfer pathways to four-year universities. English Language Learner (ELL) programming has been offered at the campus with limited enrollment, but low participation does not reflect an absence of need. Reaching this growing population will require intentional outreach and culturally responsive approaches.
- **The High School Partnership Program** is a long-standing partnership and cornerstone of the campus. The program serves both traditional and online high school students with courses that meet college and high school requirements simultaneously. Although this model has traditional dual credit options, it also allows high school students to take their college courses on the Prineville Campus, creating a direct pathway toward completing the AAOT degree before graduation.

- **Campus governance** is structured through a unique formal partnership with Crook County, the only arrangement of its kind among COCC's campuses. Under a 60/40 ownership agreement (Crook County owns 60%, COCC owns 40%), COCC operates the facility. A joint Management Team provides financial oversight, and both partners contribute equally to a reserve account for IT, furnishings, and building maintenance. This shared investment model strengthens COCC's accountability to and presence in the community.

Methodology and Data Sources

This assessment draws on two complementary sources of information: quantitative labor market data from local, regional, and statewide sources, and qualitative input gathered directly from community stakeholders through focus group sessions. The table below outlines each data source and its contribution to this report.

Data Source	Coverage and Contribution
City of Prineville Biennial Budget FY 2025–2027	Municipal budget document providing insight into public sector workforce needs, infrastructure investments, and community priorities shaping the local employment and business environment.
Community Needs Assessment Focus Group Reports (September 2025 – March 2026)	The authors conducted the primary qualitative research from 12 focus group sessions with local employers, community partner organizations, educational partners, and community members. Sessions surfaced perspectives on workforce needs, barriers to educational access, preferred learning formats, and the role of postsecondary education in Crook County's future.
Crook County Proposed Budget FY 2026	County-level fiscal document providing context on public workforce investments and community service priorities. As one of the region's largest employers, Crook County's government offers relevant insight into public sector employment trends.
EDCO – 2025 Prineville Economic Profile and Community Roadmap	Two complementary documents from EDCO provide a quantitative snapshot of Crook County's economic standing, top employer data, industry composition, and a forward-looking framework for regional growth and workforce development priorities.
Future Ready Oregon Industry Consortium – High-Skill, High-Wage, High-Demand Occupation Profiles	Three sector-specific workforce intelligence reports covering healthcare (30+ occupations), manufacturing (28 occupations), and technology (32 occupations), with entry-level wage ranges and projected openings for 2023–2033 in the East Cascades region.
Lightcast Job Posting Analytics	Real-time employer demand data covering June through December 2025. Real-time employer demand data covering June through December 2025.
Oregon Employment Department – QCEW Data and Custom Analysis	Custom Crook County-specific labor market analysis covering employment trends from 2020–2024, occupational wage data, skills gap analysis, and emerging industries. Compiled by state economist, Jake Procino.
Oregon Employment Department – Access to Care: A Growing and Aging Population	Regional demographic and healthcare workforce projections, including a tri-county population projection of 461,573 by 2070 and an estimated 11,000+ total healthcare workforce openings across Central Oregon by 2033. (Nicole Ramos, January 2025)

Data Source	Coverage and Contribution
Oregon Employment Department – Oregon Construction Labor Trends	Construction sector employment trends and projections, documenting a 13% projected growth rate for Central Oregon construction through 2033 and Crook County's dramatic employment surge from approximately 250 construction workers in 2019 to nearly 850. (Nicole Ramos, September 2025)
Oregon Employment Department – Redmond Labor Market Update	Documents Prineville's median household income of $72,058 and notes that Crook County has the highest proportion of non-working-age residents — children and retirees — relative to its workforce in the Central Oregon region, a sign of both strong family growth and an expanding retiree population. (May 2025)
Oregon Employment Department – Central Oregon Employment Projections and Labor Market Analysis	Regional projections for Crook, Deschutes, and Jefferson counties through 2033, documenting 9% employment growth adding nearly 9,900 jobs. Fastest-growing sectors include private educational and health services (14%), construction (13%), and professional/business services (13%). (2025)
Oregon Employment Department – Beyond the Numbers: Using Labor Market Information	Methodological resource providing an analytical context for interpreting labor market data, including indexed job recovery analysis showing Crook County outpacing the state in post-pandemic employment recovery. (Nicole Ramos, 2025)
PSU Coordinated Population Forecast (2022–2072)	A 50-year demographic projection from Portland State University's Population Research Center, projecting a 62% increase in Crook County's total population over the next 50 years.

To ensure the data reflected the lived experience of Crook County residents and employers, COCC staff Suzie Kristensen and Cindy Lenhart conducted 12 focus group sessions between September 2025 and March 2026. Participants represented key sectors of the community including business and industry, city and county government, K-12 education, community-based organizations, and community members. Sessions were held both in person at the Prineville Campus and virtually, with questions tailored to each participant group. Notes were taken during each session, summarized, and shared back with participants to verify accuracy. Findings were then analyzed across all sessions to identify themes reflecting broad community patterns rather than individual opinions.

Limitations

As with any community needs assessment, this study has limitations that should be considered when interpreting its findings. Focus group participants represent the perspectives of key stakeholders but do not constitute a statistically representative sample of the broader population. Despite repeated outreach efforts, participation from Prineville-based businesses was lower than desired, and the Latinx community, a growing segment of Crook County's population, was not represented in the focus group sessions. The authors strongly recommend that future needs assessment efforts prioritize dedicated outreach to these groups. On the quantitative side, reliable labor market data for small rural counties like Crook can be difficult to obtain, with some figures suppressed or unavailable due to small sample sizes. Additionally, several employment projections and occupational datasets are reported at the tri-county or East Cascades regional level, which may not fully capture conditions specific to Crook County. These limitations are noted not to diminish the findings, but to encourage continued data collection and community engagement as COCC's programming efforts in Prineville evolve.

Section 2: Community and Economic Context

Demographic Profile

Crook County is a rural, high-desert community in the geographic center of Oregon, covering 2,983 square miles. Prineville serves as the county seat and the only incorporated city, with 55% of the county's population residing within or near city limits. The remaining population is distributed across unincorporated communities including Forest Crossing, Juniper Canyon, Lone Pine, O'Neil, Paulina, Post, Powell Butte, Roberts, and Suplee.

The county's total population was recorded at 24,738 in the 2020 census, an 18% increase from 2010. Current estimates from the PSU Population Research Center place Crook County's 2024 population at 26,366, with the City of Prineville at 11,466, reflecting nearly 9% population growth in recent years alongside a 12% expansion in the regional workforce. Long-range forecasts project continued growth well into mid-century, with in-migration trends increasingly favoring the city over rural areas.

In-migration is the primary driver of population growth, consistently outpacing the county's natural decrease in population. The 20–29 and 30–39 age groups account for the largest shares of net in-migration, a pattern with potential implications for workforce supply and the demand for career-connected postsecondary education.

Crook County's population skews older than many Oregon communities, with a median age of 46 years. Slightly more than one-third of residents are aged 50 or older, and nearly one-quarter falls between the ages of 50 and 69. These aging dynamics have direct implications for healthcare workforce demand and for the retirement of experienced workers across key industries.

In terms of race and ethnicity, the county is predominantly white (84.8%), with Hispanic or Latinx residents comprising the largest non-white population at 8.2%, followed by multiracial residents at 3.1%. Equity-centered workforce development planning must attend to the needs of Hispanic and Latinx community members, who face additional barriers to postsecondary access including language, transportation, and economic pressures.

Educational Attainment

Educational attainment in Crook County trails statewide benchmarks, reflecting both historical economic conditions and limited local access to postsecondary education. In 2025, 90.1% of residents reported holding a high school diploma or GED, and approximately one-third (32.2%) have attained an associate degree or higher — an improvement from 2010, when 85.6% held a high school credential and 22.2% had completed an associate degree or higher.

A substantial population of Crook County residents has started college without completing a credential. This group is a high-priority target for COCC outreach: they have already demonstrated the motivation for postsecondary learning but face barriers that prevented completion. Reconnecting these adults to accessible, locally delivered pathways represents one of the clearest and most actionable opportunities available to the Prineville Campus.

The economic returns to credential attainment are substantial and clearly documented. Median earnings data from the U.S. Census Bureau's 2019–2023 American Community Survey shows stark variation by education level: high school graduates earn $36,924, those with some college or an associate degree earn $49,369, and bachelor's degree holders earn $80,799. The nearly $12,500 annual earnings gap between a high school diploma and an associate degree or some college makes a direct economic case for short-term credential attainment, one that resonates with the practical, return-on-investment orientation of many Crook County residents.

Community Culture and Values

Crook County has a distinct cultural identity that any effective workforce development strategy must understand and respect. Focus group conversations surfaced consistent themes about who Crook County residents are, what they value, and how they prefer to engage with education and training.

Trades-Oriented, Practical Community

Participants across nearly every focus group described Crook County as a deeply trades-oriented community with roots in timber, agriculture, ranching, and skilled industries. The community has a talented, hardworking workforce with genuine skills in hands-on work, and employers consistently noted that Crook County residents show up, work hard, and are loyal to their employers and community. This practical, skills-based orientation means that educational programs must be grounded in tangible outcomes, ones that lead directly to jobs, credentials, and wage gains. The community is not looking to be elevated or transformed; it is looking for tools it can use.

Non-College-Going Culture and Trust Barriers

Crook County does not have a strong college-going culture, and multiple focus group participants named this plainly. Residents often believe they cannot succeed in education, do not know what steps to take, or have absorbed a negative national narrative about higher education that reinforces avoidance and a lack of trust. Trade education, which is technically postsecondary education, is often not perceived as such, and that perception gap represents both a challenge and an opportunity for COCC's Prineville Campus.

Distinct Community Identity

Crook County has a strong sense of identity rooted in its history, values, and trajectory as a community. Focus group participants emphasized that Prineville has its own strengths and its own story to tell. Educational programming and outreach that centers Crook County's identity on its own terms, rather than measuring it against neighboring communities, will resonate most authentically with residents.

Community Pride, Volunteerism, and Grit as Assets

Focus group participants described a community with remarkable social capital: a long history of grit, pride, and hard work, extraordinary volunteerism and generosity, and a can-do attitude that supports effective collaboration. This combination of community cohesion and civic engagement is the social infrastructure on which workforce development can be built. Programs that tap into existing community networks and partner with trusted local institutions like the Crook County Library, Bowman Museum, and Crook County Foundation are well positioned to succeed.

Housing, Transportation, and Infrastructure

Crook County residents face structural barriers to workforce participation and postsecondary access that must be understood alongside labor market data. Transportation is a consistent barrier to education access: the county's rural geography means many residents lack reliable transportation to reach campus-based programs; a challenge raised repeatedly across focus group sessions. The relative isolation of many rural communities within the county means that locally delivered, hybrid, and online educational options are not amenities but necessities for equitable access.

Housing pressure has intensified in recent years, driven in part by construction activity at data centers currently being built by Meta and Apple and by spillover demand from Deschutes County's higher housing costs. Rental market vacancy rates are extremely low, with demand outpacing supply and new apartment complexes under development. Rising housing costs affect workforce stability and educational participation, particularly for lower-wage workers and younger adults entering the labor market. These dynamics underscore the need for developing accessible, affordable career pathways that allow residents to build economic security without requiring relocation.

Section 3: Labor Market Analysis

Crook County's economy has undergone a remarkable transformation over the past five years, driven by private sector investment, population growth, and the arrival of major technology employers. Understanding the shape of that growth — which sectors are expanding, where wages are rising, and where workforce gaps persist — is essential context for COCC's programming decisions at the Prineville Campus.

A Growing Economy with Real Momentum

Between 2020 and 2024, total payroll employment in Crook County grew from 6,420 to 7,541 jobs, a net gain of more than 1,100 positions representing 17.5% growth over four years. This growth outpaced many rural Oregon counties and was driven almost entirely by the private sector, which added over 1,000 jobs during the same period. Wage growth has been equally impressive. According to U.S. Census Bureau data, Crook County achieved the highest wage growth rate in Oregon over the past five years, with wages increasing by more than 40%. This is in part a reflection of the influence of data center employers like Meta and Apple, whose presence has pushed wages upward across the local economy. For workers with the right skills and credentials, Crook County offers earning potential that rivals or exceeds much larger Oregon communities. At the same time, the county's unemployment rate of 5.7% as of June 2026 sits above the state average of 5.2%, a reminder that growth has not reached all residents equally.

Construction: A Sector in Expansion

Construction is one of the clearest workforce opportunity areas in Crook County. Employment in this sector surged from approximately 250 workers in 2019 to nearly 850 by recent counts, a more than threefold increase driven by data center construction, solar farm development, housing development, and commercial projects. Projections show continued 13% growth in construction across Central Oregon through 2033. Local employers including Western Heavy Haul, SMAF Construction, and the network of contractors supporting Meta and Apple facilities represent an active and growing demand base for skilled trades workers. Electricians, carpenters, heavy equipment operators, and construction supervisors all command strong wages, with many positions offering six-figure earning potential accessible through certificate and apprenticeship pathways rather than four-year degrees. Skilled trades roles in construction, such as electricians, equipment operators, supervisors, consistently command wages well above regional averages, with many exceeding $100,000 annually. Yet construction and extraction ranked as the third-highest source of job vacancies in the East Cascades region in 2024, with nearly 500 open positions, a clear signal that local training capacity has not kept pace with employer need.

Manufacturing: Stable Jobs, Strong Wages

Manufacturing has maintained a steady presence in Crook County, employing over 700 workers and representing an important source of middle-wage employment. Local manufacturers including Lexington Manufacturing (formerly Contact Lumber and Endura Products), Bright Wood Corporation, Fontana Wood Products, and Dayspring Hardwood and Molding anchor this sector alongside newer industrial entrants. While manufacturing growth has been more modest than construction, wages for skilled positions are competitive. First-line supervisors and quality control roles regularly reach six-figure salaries, and positions in CNC machining, welding, and industrial maintenance are consistently identified as hard to fill locally. The EDCO focus group specifically flagged millwrights, CNC machinists, and welders as workforce gaps limiting the county's ability to attract and retain manufacturing investment. The revitalization of the Manufacturing Technology program at the Redmond Campus has positioned itself to serve as the primary hub for hands-on manufacturing technology training. The Prineville Campus's role is to connect Crook County residents to those pathways and offer select non-credit programming locally.

Healthcare: High Need, Regional Response

Healthcare is among the fastest-growing sectors in Crook County, with employment in health care and related services growing steadily and significant regional demand projected through 2033. St. Charles Health System, Mosaic Medical, and Prineville Senior Living are among the local employers navigating persistent shortages in nursing, medical assisting, and long-term care roles. Approximately 25% of Crook County's private sector workforce is aged 55 or older, creating growing demand for healthcare services alongside an impending wave of worker retirements in the sector. While healthcare training represents a genuine community need, COCC's newly constructed facility in Madras, located less than 40 miles from Prineville, is positioned to serve as the primary regional hub for hands-on healthcare training. The Prineville Campus could develop select non-credit training programs in healthcare to meet immediate local demand, while ensuring that Crook County residents are aware of and connected to credit healthcare pathways available at the Madras Campus.

Business Services and Entrepreneurship: An Emerging Opportunity

Professional and business services added nearly 100 jobs in Crook County between 2020 and 2024, a 20% increase that reflects the growing complexity and diversity of local business activity. Self-employment is also projected to grow by 7% across the region through 2034, and Lightcast job posting data confirms consistent local demand for bookkeeping, office administration, and business support roles. Focus group participants across multiple sessions noted that small business owners and aspiring entrepreneurs lack access to foundational business education, capital readiness support, and practical training in areas like marketing, regulatory compliance, and financial management. The county's growing Latinx population represents both an underserved workforce segment and an emerging entrepreneurial community with specific needs around language-accessible business training and support. COCC's Small Business Development Center (SBDC) has a role to play here, and opportunities for expanded partnership and programming at the Prineville Campus are worth serious consideration.

Workforce Challenges: The Other Side of the Growth Story

Crook County's employment growth has not come without challenges. The county's unemployment rate of 5.4% as of August 2025 sits above both the state average and neighboring Deschutes County, suggesting that job growth has not fully translated into employment for all residents. Transportation remains a persistent barrier, particularly for workers in rural parts of the county who lack reliable access to training or employment sites. Housing affordability has emerged as a recruitment constraint for employers trying to attract workers from outside the area, with new housing stock skewing toward higher price points that are out of reach for many working families. Employers across multiple focus group sessions noted gaps not only in technical skills but in foundational workplace readiness including the ability to show up reliably, communicate professionally, and follow through on tasks. With approximately 25% of private sector workers aged 55 or older, an approaching retirement wave will further strain workforce supply across multiple industries in the coming decade. Several programming recommendations in this report address workplace readiness directly, treating professional habits and communication skills as core competencies to be developed alongside technical training, not assumed in advance.

Section 4: Program Recommendations

The findings assembled in this report point clearly toward a strategic opportunity for the COCC Prineville Campus: to build on its existing role as an access point for transfer-oriented and credit coursework by establishing a dedicated center for workforce and professional development. The recommendations in this section are organized around that opportunity. They are grounded in labor market data, employer input, community perspectives, and demographic trends, and they are designed to reflect the facilities, staffing realities, and community context of a branch campus serving a rural county.

Crook County Workforce Training Center

The anchor recommendation of this report is the establishment of the Crook County Workforce Training Center (hereafter, the Center), a programmatic identity and physical presence at the Prineville Campus dedicated to connecting Crook County residents to career-relevant training. The Center would promote both credit and non-credit offerings, organized around the workforce needs most clearly documented in this assessment. It would serve working adults, recent high school graduates, displaced workers, small business owners, and community members seeking skills that lead directly to employment and wage growth.

The Center is intended to be both a brand and a place. As a brand, it provides a clear, marketable identity for workforce programming at the Prineville Campus — one that can be communicated to employers, community partners, and prospective students through a dedicated marketing and communications strategy. As a place, the Center would utilize existing Prineville Campus facilities, with consideration given to converting one classroom into a flexible training space that can be configured to meet the needs of different programs. Where campus facilities are not adequate for specific training needs, partnerships with local employers to deliver programming at their facilities represent a practical and community-rooted alternative.

Operationally, the Center work closely with the COCC's Center for Business and Community Education, which brings established expertise in non-credit programming and community-facing workforce training. To realize the Center's full potential, a dedicated Program Manager position at the Prineville Campus is strongly recommended. This role would provide the local presence, employer relationship management, program coordination, and community outreach capacity that a signature initiative of this kind requires. A dedicated Program Manager would also signal to the Crook County community that COCC is making a genuine, sustained investment in the campus and the county's workforce future.

A small workgroup will be formed to develop a strategic implementation plan over the next academic year 2026-27. This workgroup will include the Instructional Outreach Dean (Cindy Lenhart), the Prineville Campus Director (Suzie Kristensen), the Director for the Center for Business and Community Education (Stephanie Goetsch), and the Director for SBDC (J.C. Nore). This workgroup will engage an advisory group of local leaders and business owners to provide guidance and also work to promote the Center's programming.

The Center's Potential Programming Menu

The following programs represent a potential menu of suggested offerings to consider for the Crook County Workforce Training Center. Programs are organized by sectors. Each is supported by labor market data, employer input, or both, and each reflects the practical, outcome-oriented values of the Crook County community.

Business and Entrepreneurship

- **Business Essentials Certificate**, a six-course, credit-bearing program already in development, is a high-priority near-term launch. It addresses documented demand for business knowledge across multiple industries and provides a transferable credential with clear economic value.
- **Expanded Small Business Development Center (SBDC) programming**, including dedicated local access to advising and workshops, is a complementary short-term priority that requires minimal infrastructure investment.
- **A Spanish-language Starting Your Business** workshop series represents a quick-launch opportunity serving the county's growing Hispanic and Latinx entrepreneurial community.
- **A Business Office Technology Training** addressing documented office skills gaps across multiple industries is recommended for medium-term development.

Skilled Trades and Technical Training

- **Construction Trades and Apprenticeship Readiness** is a high-priority trades offering, combining strong employer demand, school district interest, and direct alignment with the county's fastest-growing employment sector. A credit or non-credit Construction Trades Readiness certificate provides students with the foundational skills and safety knowledge needed to enter apprenticeship programs or entry-level construction employment.
- **Industrial Maintenance Technician training**, currently under development through a FIPSE grant within the Manufacturing Technology Program, is a strong short-term addition to the Center's menu given its wage potential and alignment with the county's manufacturing and data center base.
- **Fiber Technician training** has been specifically flagged by an industry partner as grant-fundable, with aging data center infrastructure at Meta and Apple facilities creating immediate and growing local demand.
- **Electrician Apprenticeship Training**, which provides a direct pathway into one of the region's highest-wage trades occupations, is recommended for medium-term development.

- **HVAC Technician training** has been identified by multiple industry partners as a critical local gap and is recommended as a longer-term priority requiring additional partnership and infrastructure development.

Commercial Driver's License training, while frequently cited as a workforce need in Crook County, is not recommended for development at the Center at this time. CDL programs carry significant equipment and liability costs, and a long-established private CDL training provider already serves the region from Redmond.

Technology and Professional Skills

- **Computer User Support and IT Technician training** supports the county's growing data center and technology ecosystem and addresses one of the fastest-growing occupational categories in the region. This training is recommended for medium-term development, with exploration of employer partnership delivery as a viable option given the specialized equipment and technical environment these programs require.

High School Partnerships

The partnership between COCC and Crook County School District is one of the Prineville Campus's most significant existing assets and one of its greatest opportunities for near-term growth. Focus group participants from the school district were unambiguous: they want COCC to continue expanding its College Now and Expanded Options courses available to students. Expanding dual credit and College Now offerings, with priority given to CTE-aligned pathways in business, construction trades, and health sciences, is a short-term priority that requires coordination and commitment but minimal capital investment.

Reducing friction in the COCC enrollment process for high school students is equally urgent. Implementing a more seamless co-enrollment or COCC admission process for students taking College Now courses would meaningfully lower the barrier between high school participation and college enrollment. Advising services delivered at Crook County High School, clear pathway maps connecting high school coursework to COCC certificates and degrees, and continued attendance at school events would reinforce COCC's presence in the educational pipeline. Suzie Kristensen, in collaboration with the Office of High School Partnerships, is implementing a Navigating College program to support high school students in earning their AAOT degree upon completion of high school.

With CCHS enrollment projected to exceed 1,200 students by 2034, which will surpass the current building's capacity of 900, the urgency of building robust post-secondary pathways for Crook County students will only grow.

Lifelong Learning and Community Enrichment

Approximately 25% of Crook County's population is retired, and focus group participants described this group as curious, engaged, and actively seeking meaningful ways to participate in community life. The Prineville Campus has a clear opportunity to serve this population while simultaneously building campus visibility and goodwill with the broader community.

Personal enrichment classes in cooking, arts, crafts, gardening, and local history are short-term priorities that can be launched with minimal infrastructure and scheduled on evenings and weekends to maximize participation. Senior fitness and mobility programming, specifically designed for older adults and those recovering from illness or injury, addresses documented community interest and could be developed in partnership with local health and recreation providers. Community lectures and cultural events, including museum-style presentations on local geology, history, and natural resources, position the campus as a genuine community gathering place rather than a transactional service provider.

Programming in this category serves a strategic function beyond its immediate community value. Increased foot traffic builds awareness of the campus and its resources, creates relationships with community members who may later pursue credit coursework, and reinforces COCC's identity as a community institution invested in Crook County's quality of life.

Cross-Cutting Priorities

Two populations deserve particular attention as COCC moves from assessment to action. The significant number of Crook County residents who have started college without completing a credential represent a high-priority outreach group, adults who have already demonstrated the motivation for postsecondary learning and who stand to gain substantially from accessible, locally delivered pathways. The county's Hispanic and Latinx community, which is growing and entrepreneurially active but was not represented in the focus group process, deserves dedicated outreach and culturally responsive program design.

Expanding programming without a corresponding investment in student support services would undermine the access and equity goals this assessment is designed to advance. Students at the Prineville Campus must have local access to academic advising, tutoring, financial aid assistance, and counseling, services that should be available on-site and consistently. A dedicated marketing and communications strategy for the Crook County Workforce Training Center is equally essential, one that speaks to the practical values of Crook County residents, clearly communicates available programs and credentials, and builds trusted relationships with employers, K-12 partners, and community members.

Section 5: Conclusion

Crook County is a community growing faster than its workforce development infrastructure. The data assembled in this report document both the scale of that growth and the urgency of responding to it. Strong private sector job gains, the highest wage growth rate in Oregon, and a tripling of construction employment tell a story of genuine economic momentum. And yet the county's unemployment rate sits above the state average, employers report persistent skills gaps, and a significant share of residents remain disconnected from the postsecondary education pathways that would allow them to fully participate in the county's prosperity.

COCC's Prineville Campus is uniquely positioned to close that gap. It is the only locally accessible postsecondary institution in Crook County, and it operates with the trust and goodwill of a community that values education when it is practical, accessible, and rooted in local reality. The campus already serves as a critical access point for students who would otherwise face significant geographic, financial, or personal barriers to attending college elsewhere. The question this report has sought to answer is not whether COCC has a role to play in Crook County's future — it is what that role should look like, and where the institution's energy and resources should be directed.

The answer that emerges from this assessment is clear. The establishment of the Crook County Workforce Training Center represents the anchor recommendation, a programmatic identity and physical presence that brings together credit and non-credit workforce training under a single, marketable brand. Skilled trades training in construction, pre-apprenticeship pathways, fiber technician work, and HVAC represents the highest-priority programming opportunity, combining strong employer demand with competitive wages accessible through short-term credentials. Business essentials and entrepreneurship programming, including expanded SBDC services and Spanish-language small business support, address a growing and underserved segment of the local economy. The high school partnership with Crook County School District is not just an asset to be maintained but a pipeline to be actively built. And lifelong learning programming will help the campus become a genuine community gathering place that reflects the culture, curiosity, and social cohesion that make Crook County distinctive.

Realizing this vision will require intentional investment, sustained partnership, and honest acknowledgment of what the Prineville Campus can and cannot do within its current facilities and staffing realities. Not every opportunity identified in this report can or should be pursued at once. A phased approach, starting with what is feasible now, building toward what is needed in the medium term, and planting seeds for longer-range investments, is the recommended path forward.

A note on next steps: The findings and recommendations in this report are a starting point, not a finished plan. COCC leadership and the Board of Directors are encouraged to use this document to initiate conversations with community partners, prioritize programming investments, and identify funding opportunities that can accelerate the development of high-priority programs.

The formatting, organization, and editorial structure of this document were developed with assistance from Claude, an AI writing assistant produced by Anthropic. All data, findings, and recommendations reflect the research and professional judgment of the authors. Claude Sonnet 4.6, claude.ai, accessed April 2026.

Appendices

Workforce and Community Development Needs Assessment | COCC Prineville Campus | May 2026

Five appendices accompany this report. They contain the supporting documentation, data tables, and implementation guidance that informed the findings and recommendations presented in the main document. The full appendices are available as a companion document upon request from Cindy Lenhart or Suzie Kristensen.

Appendix Descriptions	
Appendix A	**Focus Group Participant Organizations** Lists the 12 organizations that participated in focus group sessions conducted between September 2025 and March 2026, including session dates, formats, and sectors represented. Individual participants are not identified in order to protect confidentiality. Organizations are listed to acknowledge their contribution to the assessment.
Appendix B	**Program Recommendations Matrix** Presents all program recommendations in a structured matrix format, organized by category: Business and Entrepreneurship, Skilled Trades and Technical Training, High School Partnerships, and Lifelong Learning and Community Enrichment. Each entry includes credit type, development timeline, supporting data citations, target population, and priority level. Programs already offered at other COCC campuses are noted separately, with the Prineville Campus role identified as connection and referral.
Appendix C	**Lightcast Job Posting Analytics Summary** Summarizes job posting data collected between June and December 2025 across 142 tracked occupations in Crook County, drawn from the Lightcast Q4 2025 data set. Includes analysis of education and experience requirements, top posted occupations, top hiring employers, and the most frequently requested skills and credentials. Data findings are connected directly to program recommendations throughout the summary.
Appendix D	**Key Data Tables** Compiles the primary quantitative data tables supporting the labor market analysis, demographic overview, and program recommendations in the main report. Includes employment by sector (2020–2024), regional employment projections (2024–2034), fastest-growing occupational groups, East Cascades job vacancy data, median wage comparisons by educational attainment and occupation, population trends, age dependency ratios, educational attainment by level, race and ethnicity enrollment comparisons, healthcare workforce projections, and construction sector historical and projected growth.
Appendix E	**Institutional Support Requirements for Program Implementation** Identifies the student services, marketing and outreach, instructional support, and community and employer partnership infrastructure needed to implement the program recommendations in this report. Organized by functional area with tables describing what is needed, why it matters in the Crook County context, and which programs each support area connects to. Intended as a planning and accountability reference for

	COCC leadership, the Board of Directors, and the divisions responsible for supporting the Prineville Campus.

COCC 2023-27 Strategic Plan

Year Three Mission Fulfillment Indicator Report

Board of Directors'
September 2026 Meeting
Exhibit 8d.1.1

CENTRAL OREGON
community college

8d.1.2

Central Oregon Community College
2023-27 Strategic Plan
Mission Fulfillment Indicator Report

Presented to the COCC Board of Directors by

- Greg Pereira, President
- Laura Boehme, Vice President of People & Technology
- Zak Boone, Vice President of Advancement & Executive Director, COCC Foundation
- Annemarie Hamlin, Vice President of Academic Affairs
- Michael LaLonde, Vice President of Finance & Operations
- Alicia Moore, Vice President of Student Affairs

CENTRAL OREGON
community college

Background

Annually, COCC staff share an update on progress towards the 2023-27 Strategic Plan at the September Board of Directors' meeting. While this year's presentation will highlight key points of progress, this written report provides details on all indicators and progress towards targets.

It is important to note that the College regularly reviews progress towards its strategic plan through the Strategic Plan Assessment dashboard. High-level information is provided on the dashboard's main page, while details are provided by clicking on the "Go to Data" button associated with each goal. These pages include historical targets, measurements, and links to description of how the targets are measured and rationale for the targets. They also include the ability to disaggregate data based on various demographic factors.

Updated Indicators

College leadership implemented two changes to indicators for the coming year. First, "Workforce Development – Courses and Programs" indicator was eliminated. The rationale for this shift is that the ability to grow these courses and programs rely heavily on outside factors, including uncertain funding, employer demand, and a changing labor market. Therefore, setting a predictable target was not feasible. However, the College retained the Workforce Students – Headcount and Completion goal, recognizing that the Guided Pathways work and revitalization of the Center for Business are directly related to this indicator.

Originally, the Employee awards, Recognitions, and Professional Development indicator was solely based on responses to one question from the Great Colleges to Work For (GCTWF) employee climate. Recognizing that this was limiting, this indicator was expanded to include responses to additional GCTWF questions related to measuring employee retention, such as recognition, opportunity for skill development, and access to job-related training.

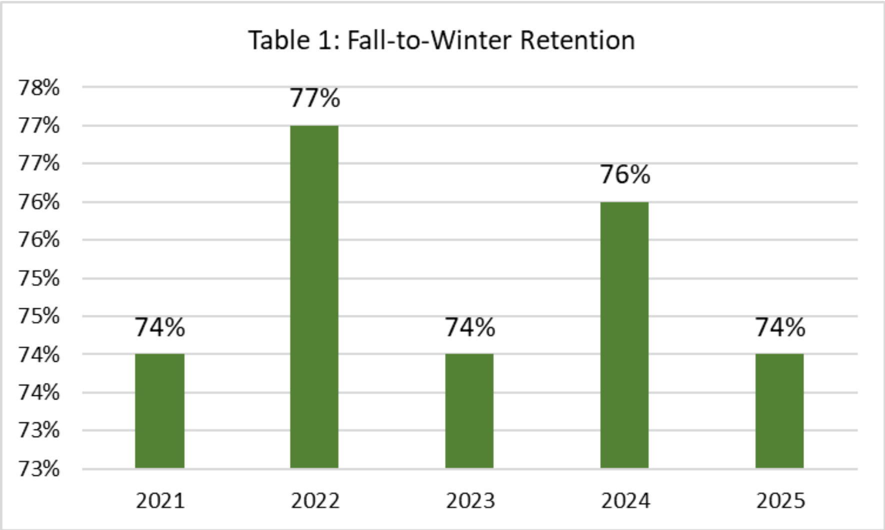
STUDENT-READY COLLEGE

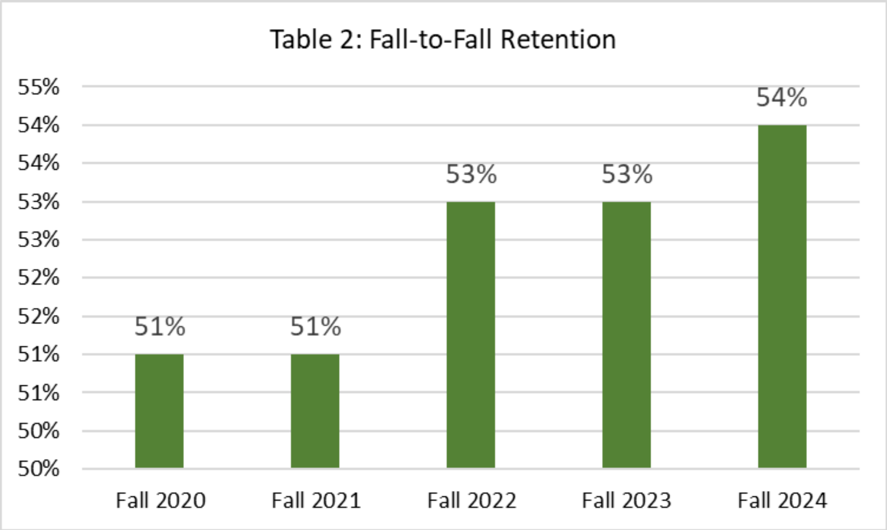
Fall-to-Winter and Fall-to-Fall Retention

Fall-to-winter (FTW) and fall-to-fall retention (FTF) are common student success indicators in higher education, helping institutions measure student progress towards educational goals. It is important to note that these indicators are narrowly defined to focus solely on first-time students, as this allows COCC to align with peer institutions. To illustrate, a 1% change in FTW retention is five students and FTF, eight students.

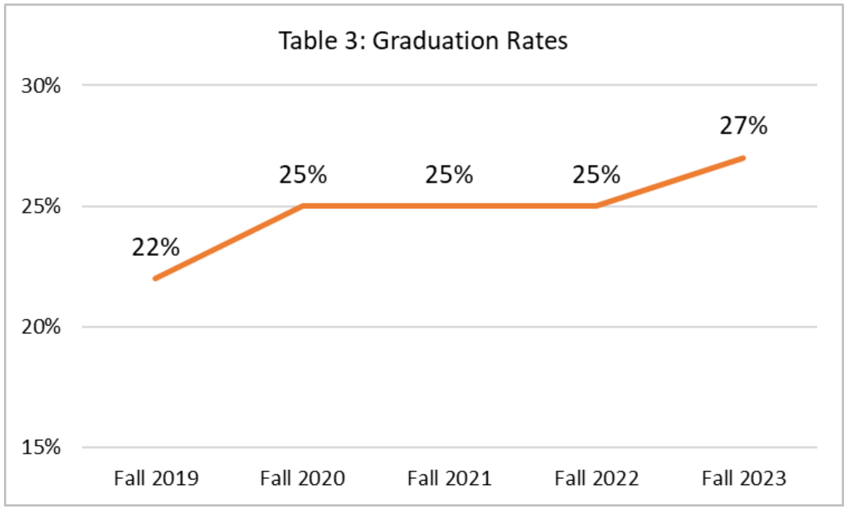
Progress

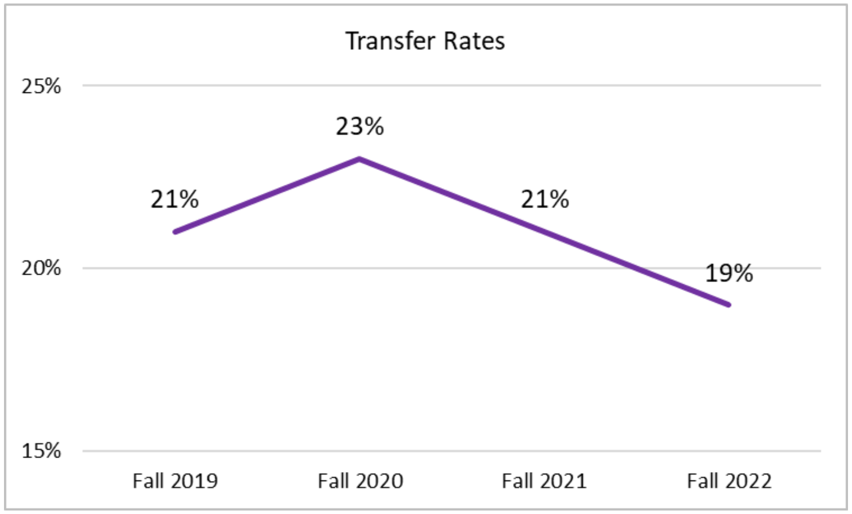
While numerous activities contribute towards a student's success, it is anticipated that COCC's upcoming Guided Pathways work will have the most positive impacts on retention, helping the College reach its FTW retention goal of 77% and FTF goal of 56% in upcoming academic years.





STUDENT-READY COLLEGE, cont.





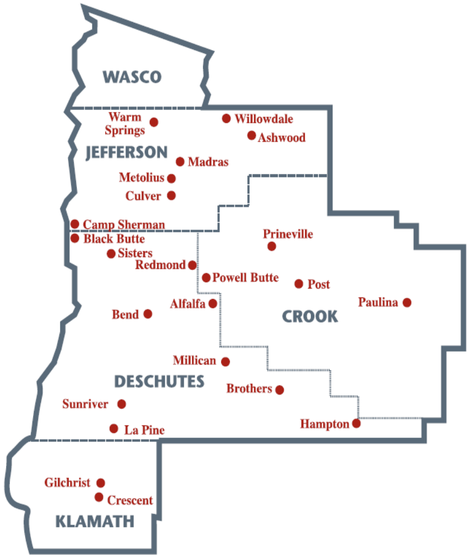
Graduation and Transfer Rates

Graduation and transfer rates are common indicators in higher education to measure student completion. Graduation and transfer also focus on a cohort of fall term, first-time students tracked over three years. Using this approach, the College is able to compare to peer institutions. A student is represented in the graduation or transfer rate so the indicators offset each other, with five students equaling a one percent change. In future years, the College may wish to consider a more comprehensive approach, inclusive of graduation, transfer, and still enrolled.

Progress

When COCC set its targets, we did so knowing that they were stretch goals as the initiatives designed to impact these metrics begin with fall 2026 Guided Pathways work. With this, we anticipate realizing gains in these metrics starting in the 2027-28 academic year. Additionally, recent comparator institution data indicates that targets were inordinately high and therefore, have been adjusted to better align with peer institutions.

ACCESS



Penetration Rate

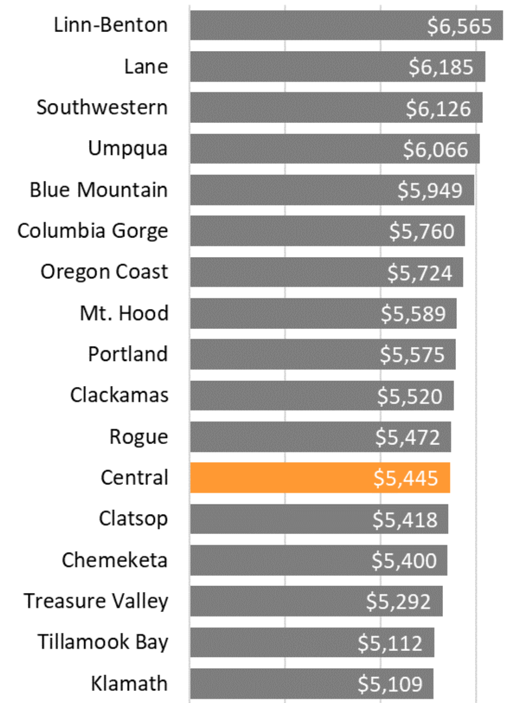
Core to a community college mission is serving those who reside within its district, and as such, COCC measures this impact by determining the percent of in-district residents registered in any college course. Since initially setting this indicator, the College has realized the many challenges with it, including population growth that includes a high percentage of residents with an associate degree or higher. Moreover, progress is on incremental levels as 220 students represent just a 0.1% change.

Progress

Regardless, the College has seen relatively steady percentages of the number of in-district residents served through its credit and noncredit offerings, with the percent varying up or down by 0.2% every year and averaging 5.7% for the last five years.

In-District Tuition and Fees

A cornerstone for all community colleges is affordability. With this, the 2023-27 Strategic Plan includes an indicator to have its in-district tuition and fees in the bottom quarter of all Oregon community colleges.



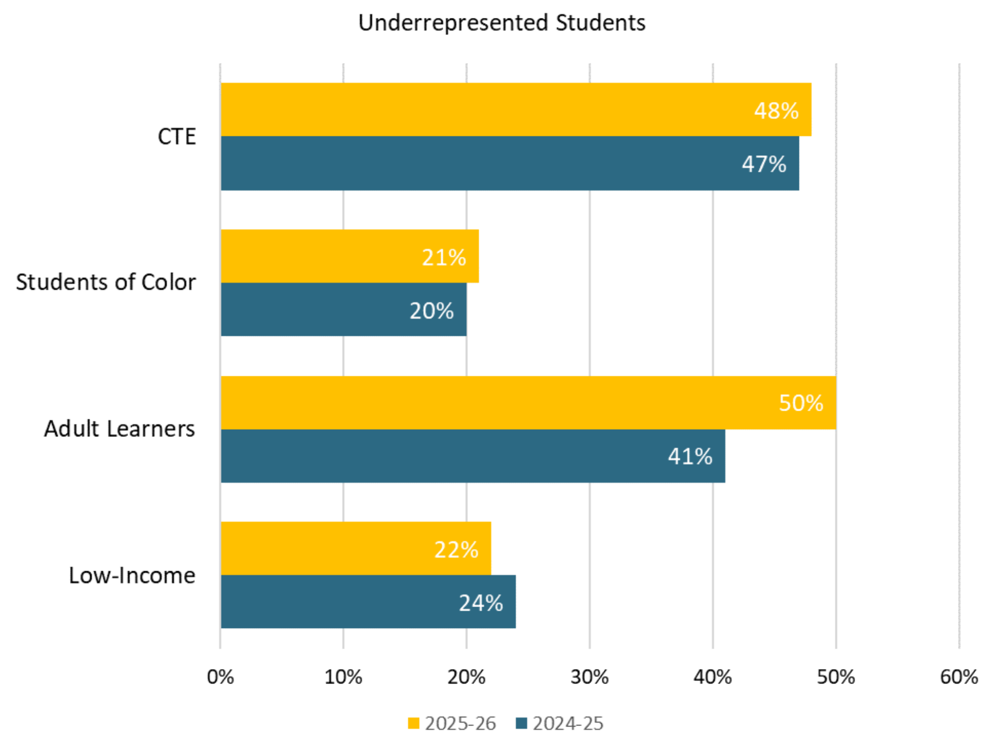
Progress

COCC's 2026-27 full-time tuition and fees is $5,445, placing the College as the sixth most affordable of Oregon's 17 community colleges, just one institution above the 25% target. In light of financial challenges associated with deferred maintenance, labor negotiations, and the State community college funding formula, the College may wish to reconsider this target.

ACCESS, cont.

Underrepresented Students

Oregon's Higher Education Coordinating Commission (HECC) identified four priority populations to serve as part of its community college funding model: Low-income, adult learners, students of color, and career and technical education (CTE) students. The College set specific metrics for each of these groups and progress is measured cumulatively across all groups. HECC is still working to provide consistent comparator data so understanding what is attainable compared to other institutions is challenging.



Progress

In 2025-26, the College met its adult learner target, but did not do so for other populations. Overall, the total number of low-income and CTE students declined, while students of color increased but did not reach the intended target. COCC faculty and staff will begin reviewing this information to determine what strategies exist to reach the intended targets or if other data is available to assess legitimacy of the target.

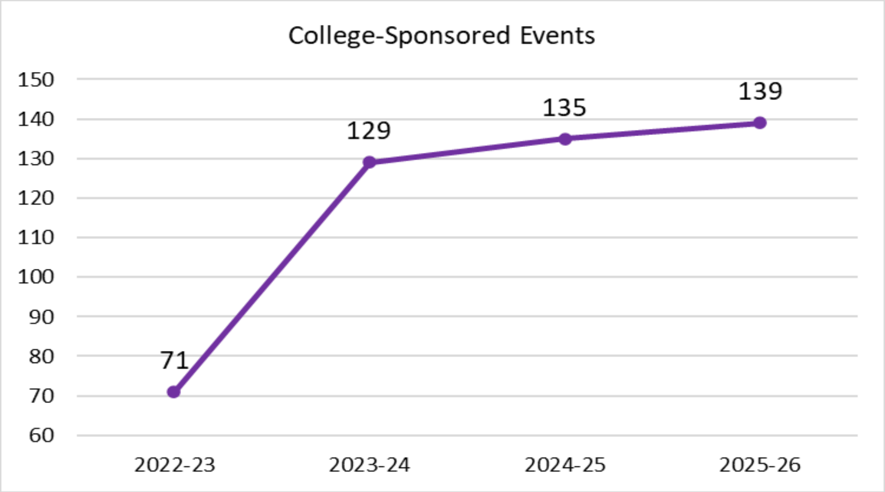
COMMUNITY ENGAGEMENT

College-Sponsored Events

A core part of a community college's mission is to enrich the community by offering diverse, relevant, and engaging learning opportunities. To help assess progress towards this, COCC tracks COCC-sponsored events annually, ensuring a robust set of offerings for the College and community alike.

Progress

From academic and cultural programs to community conversations, celebrations and signature events, COCC has increased opportunities for meaningful engagement across its campuses and throughout Central Oregon over the course of the current Strategic Plan. These events strengthen connections with our communities and expand opportunities to showcase the many ways COCC contributes to the region.



Workforce and Educational Partnerships

Engagement with workforce and educational partners strengthens the college's ties to the community and contributes to student success, workforce development, and educational access. By actively participating in and tracking these partnerships, COCC staff can make meaningful contributions to the College's mission.

Progress

COCC's partnerships with regional education and workforce partners help create clearer pathways to high-demand careers, expand access to workforce training and credentials, promote student success and well-being, and position COCC as an increasingly important catalyst for regional economic opportunity and prosperity.

COCC's partners tracked via this indicators include OSU-Cascades, City Club of Central Oregon, all Central Oregon EDCO offices, all Central Oregon Chambers of Commerce, the High Desert ESD, Central Oregon Intergovernmental Council, and East Cascades Works. In 2025-26, COCC actively engaged with all partners.

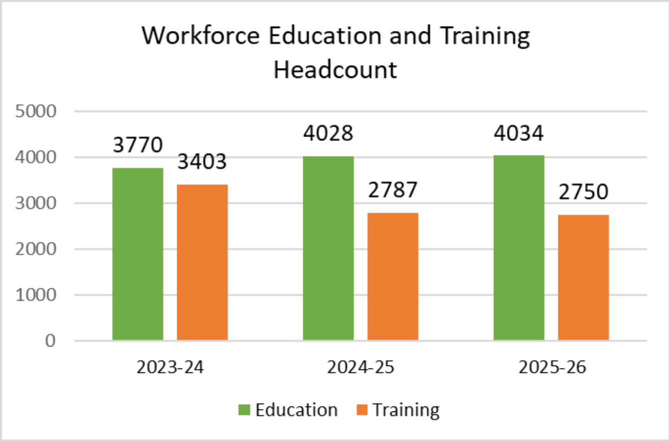
WORKFORCE DEVELOPMENT

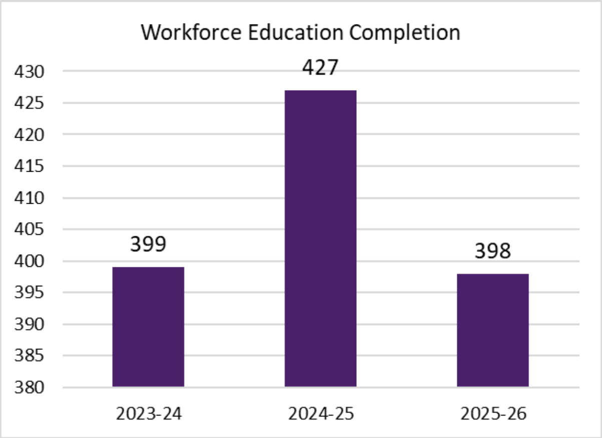
Workforce Students: Headcount and Completion

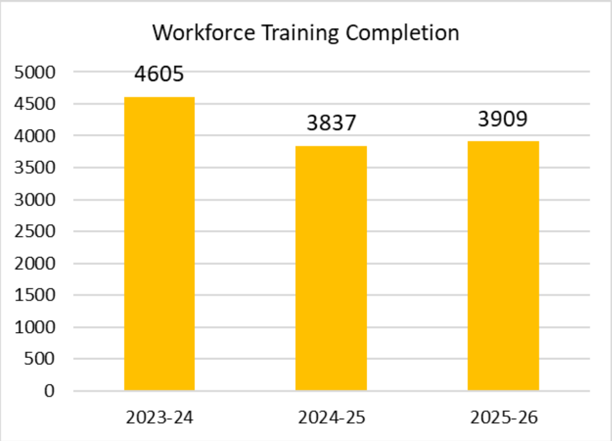
The College's Workforce Development goal is committed to preparing students who are ready to enter the workforce. COCC tracks headcount and completions in both education and training courses. Education courses are those part of state-approved CTE programs (apprenticeship, non-credit training certificates, certificates and associate degrees); training offerings include standalone CTE courses, supplementary courses and workforce-related adult continuing education. There are four different indicators with progress measured cumulatively across all four.

Progress

2025-26 COCC saw increases in workforce education headcount (+0.1%) and workforce training completions (+1.9%), with the workforce training completion meeting its target. Workforce training and education completions saw declines from the previous year of -1.3% and -6.8% respectively. Similar to the Student-Ready Indicators, the College will use opportunities within the Guided Pathways model to increase enrollment and completion in workforce education and training.



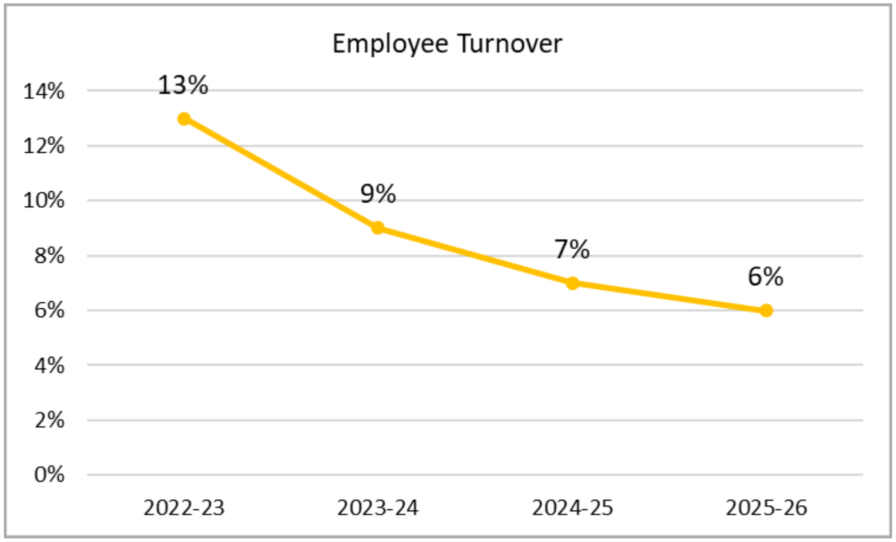




COLLEGE SUSTAINABILITY

Employee Turnover Rate

Tracking employee turnover rate is one means by which an organization can gauge employee motivation and satisfaction. Moreover, low turnover rates are often a signal of the health of an organization and for COCC, it is a deeply meaningful indicator.



Progress

COCC had a 12% employee turnover rate the year preceding the 2023-27 strategic plan. Since then, turnover has moved in a positive direction, with 2025-26 rate at 6%, well below the established target. It is also important to recognize that COCC was voted the "Best Place to Work" in 2023, 2024 and 2025, yet another signal of employee satisfaction.

Employee Awards, Recognition and Professional Development (EARPD)

COCC administers the Great Colleges to Work For (GCTWF) employee climate survey every three years, with the most recent completed in 2024. Results from that survey indicated that "employee awards and recognitions" was an area to be strengthened and as such, the College has an action team dedicated to this metric. The next GCTWF survey will be in spring 2027.

Progress

Last year, this action team reviewed best practices at other colleges and identified activities for the coming year, including appreciation stations and new awards . Additionally, the College has engaged in greater communication about professional development options, ensuring that employees have ready access to opportunities.

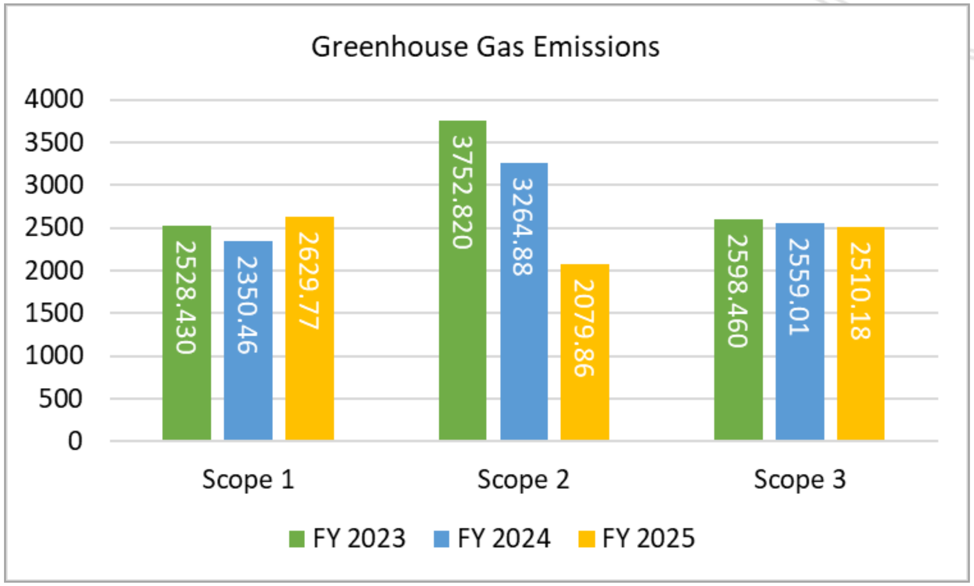
COLLEGE SUSTAINABILITY, cont.

President's Climate Leadership Commitment

As part of its participation in the President's Climate Leadership Commitment, the College committed to completing an annual greenhouse gas emissions (GhG) inventory. This inventory serves as the primary indicator to help the College achieve carbon neutrality by 2050.

Progress

COCC's scope 1, 2, and 3 emissions have declined annually since setting its target, and this continued in 2025. The declines are a result of several factors, including Pacific Power using more green energy, a 16% decrease in natural gas usage across the College, new energy monitoring meters in all Bend campus buildings, and an updated Building Management System to identify and reduce high energy use.



CENTRAL OREGON
community college

2023 – 27 Strategic Plan: Mission Fulfillment Presentation

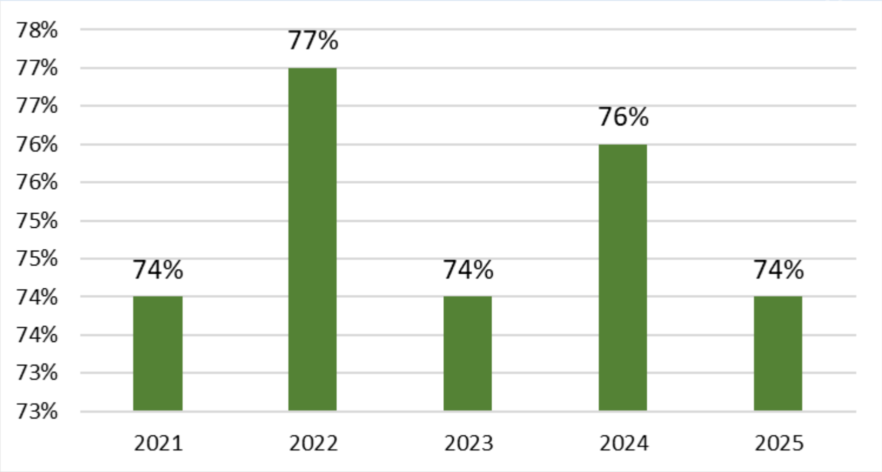
Board of Directors' Meeting
September 2026

2023-27 Strategic Plan Assessment Dashboard

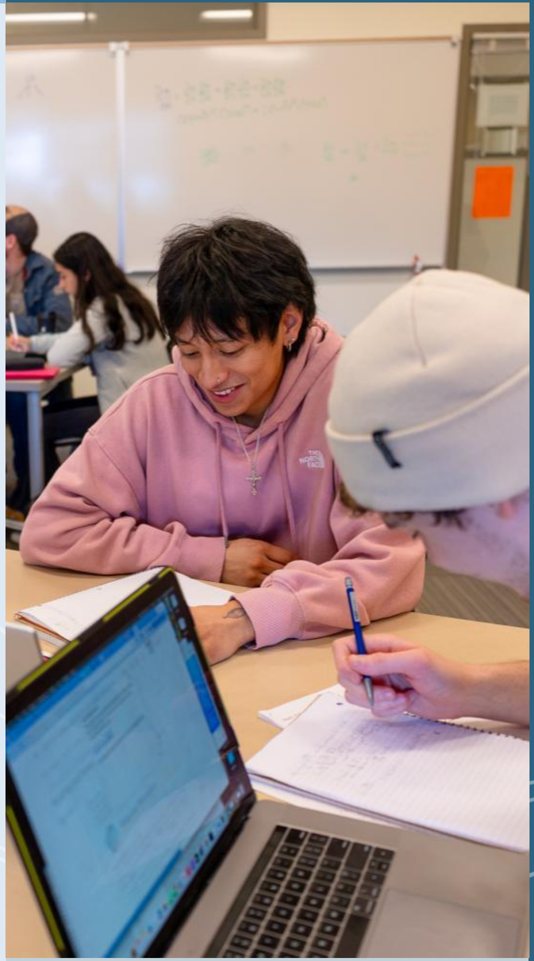
CENTRAL OREGON
community college

STUDENT-READY

Fall-to-Winter Retention



- Steady historical pattern; need to explore the why.
- Pell recipients retained a significantly higher rate than those who did not receive a Pell grant.
- BILAPOC and CTE students retained at a slightly lower rate than their peers.



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ACCESS

Tuition and Fees

Target: COCC will have tuition and fees in the lowest quartile of all Oregon CCs.

Results: COCC has the sixth lowest annual tuition and fees amongst all Oregon CCs.

Goal: Not met.

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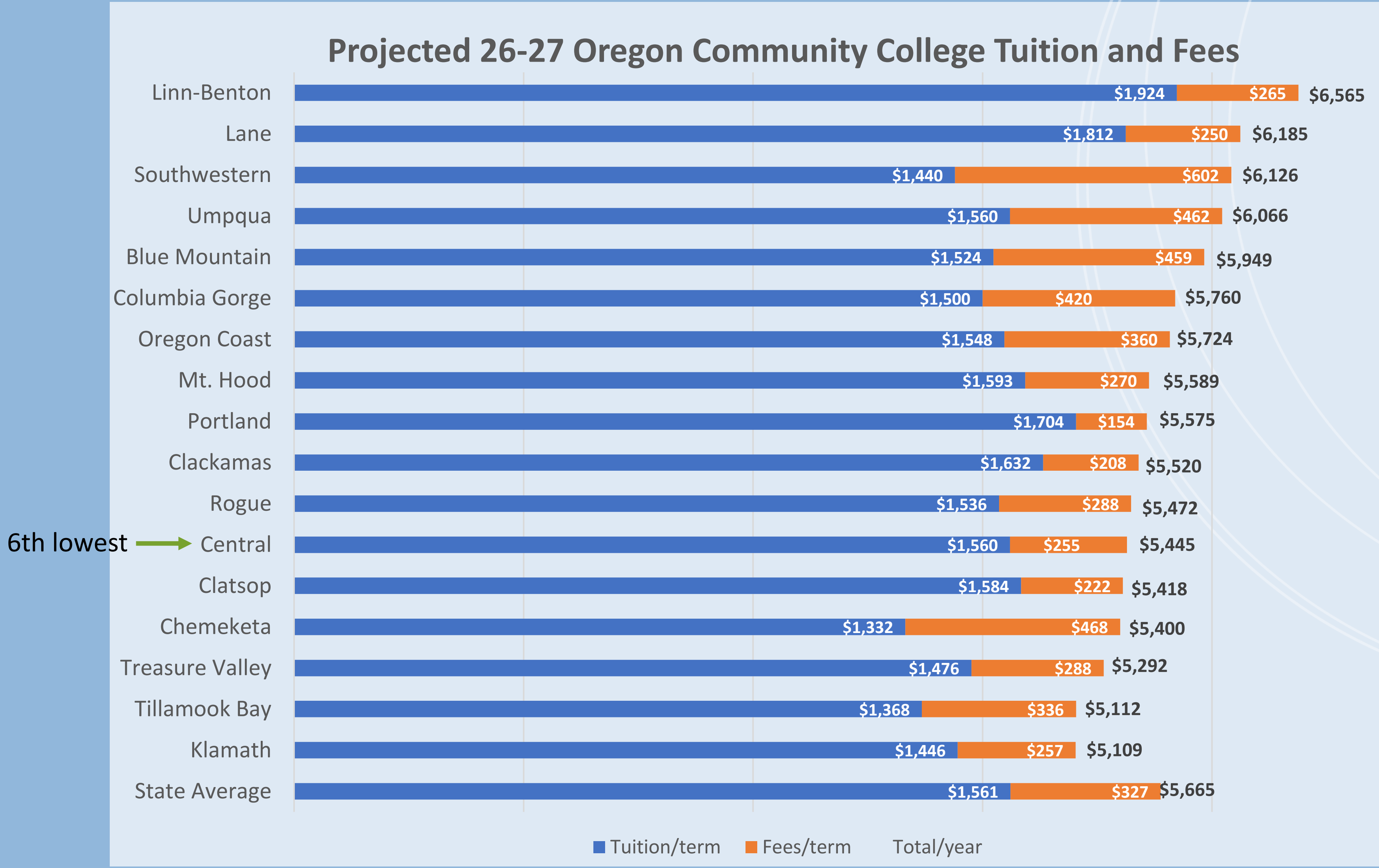
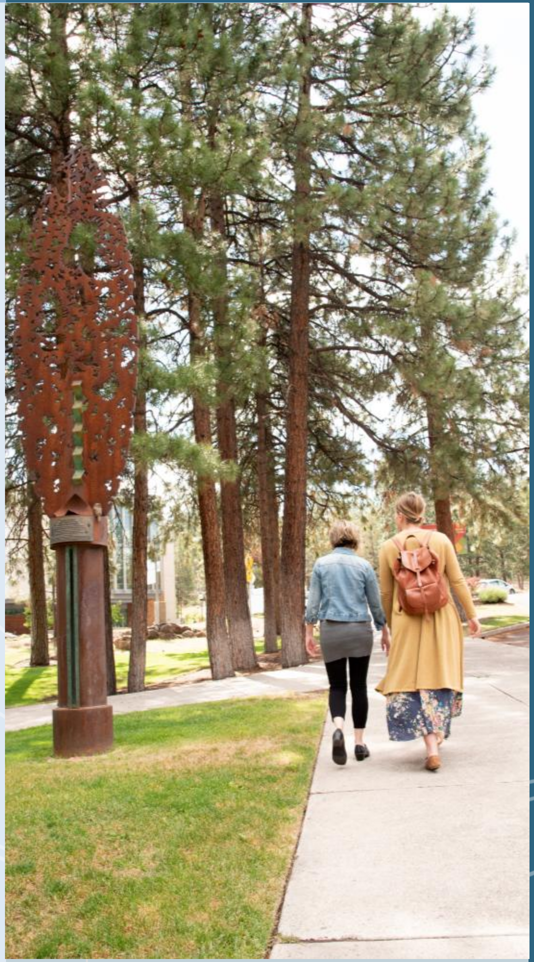
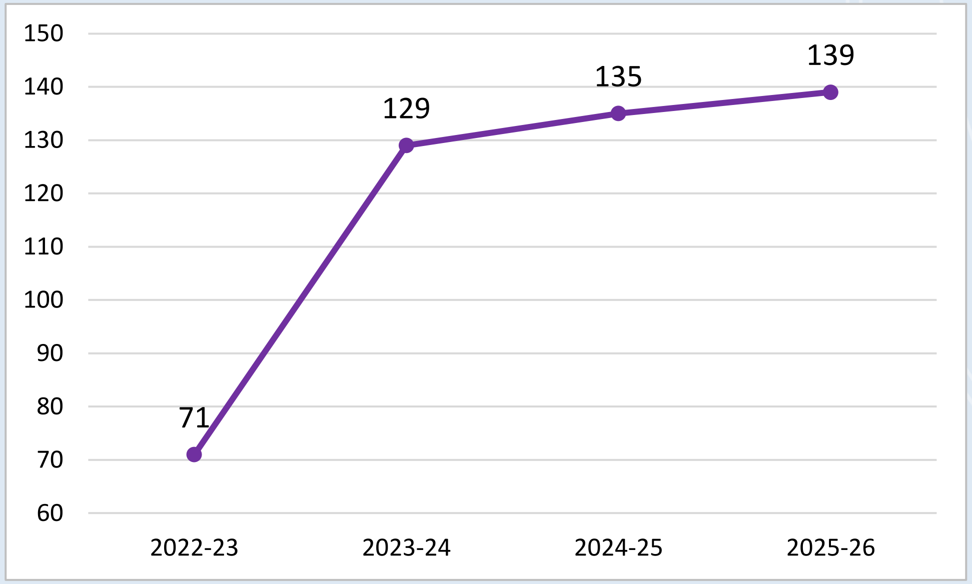




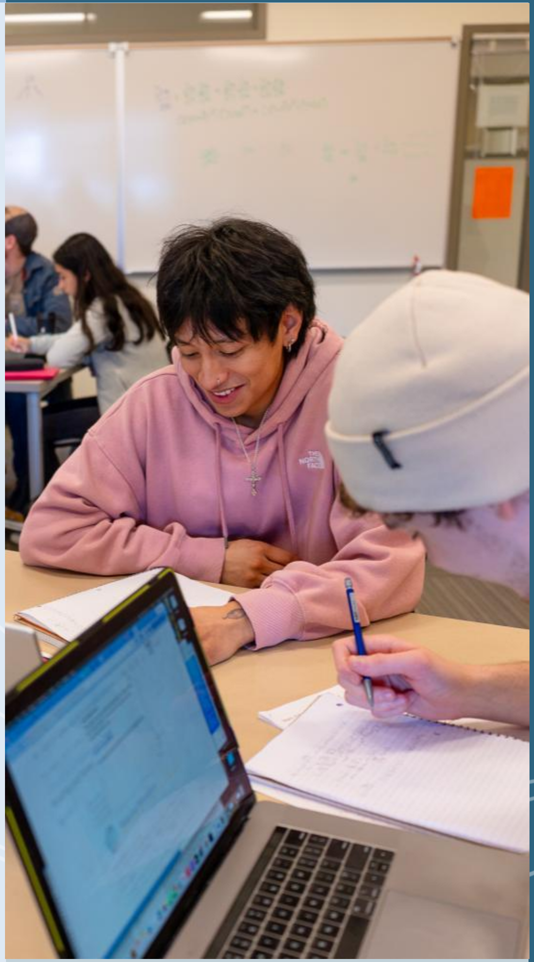
CENTRAL OREGON community college

COMMUNITY ENGAGEMENT

College-Sponsored Events



- Modest increase creates a sustainable level
- Campus benefit of events increases community vitality and opportunities to share the College's impact across the District



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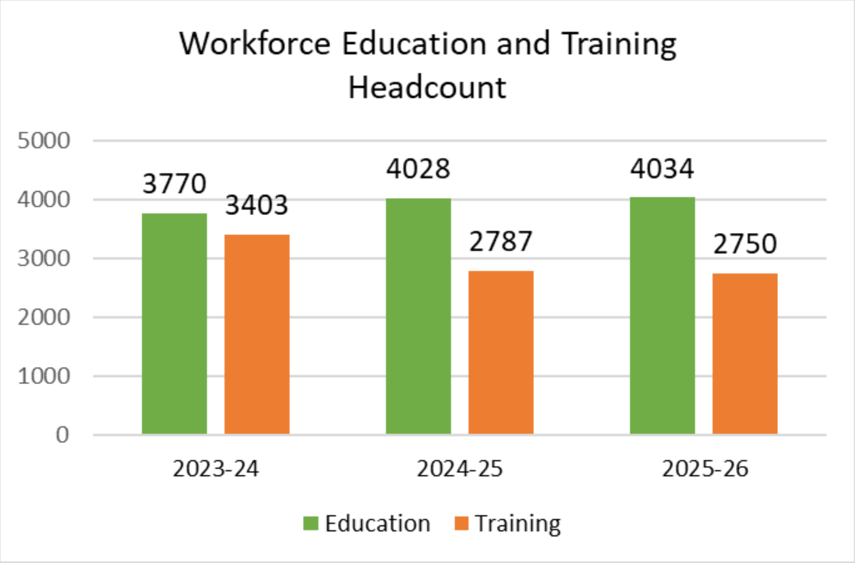
community college

WORKFORCE DEVELOPMENT

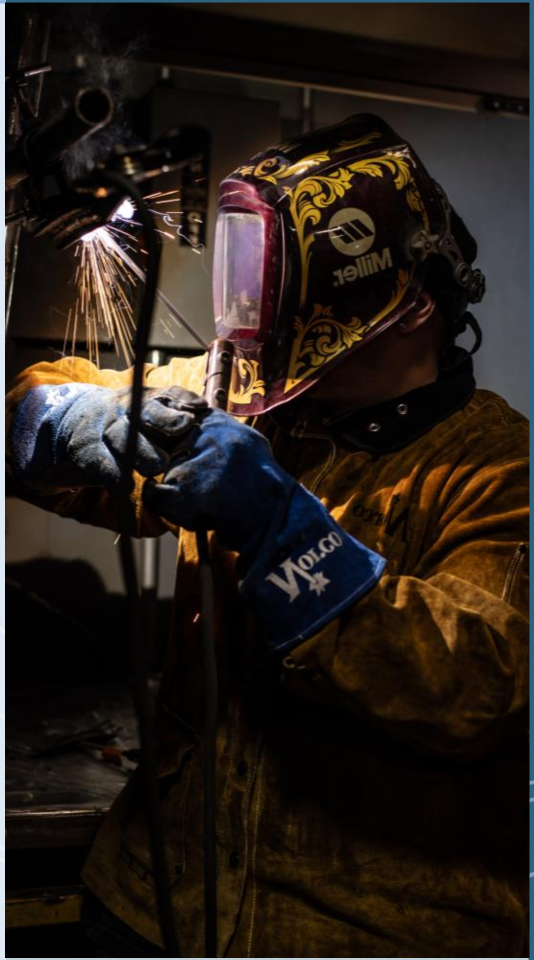
Workforce Education & Training Headcount



Target: +1% increase over 2024-25

Result:

- Education (credit programs): + 0.15%
- Training (non-credit): -1.3%



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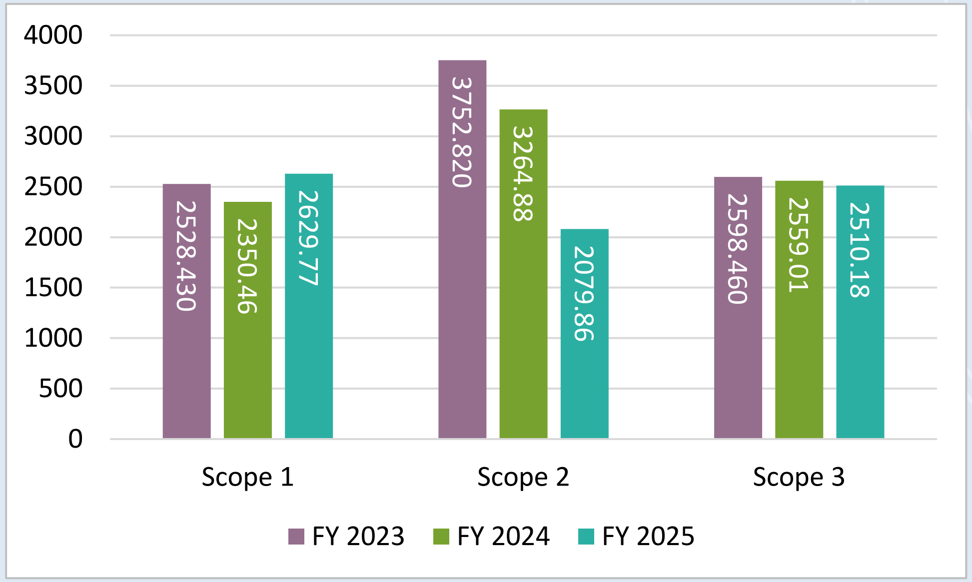
COLLEGE SUSTAINABILITY

President's Climate Leadership Commitment: Greenhouse Gas Emissions



- Pacific Power green energy utilization
- Decrease in natural gas usage
- New energy monitoring meters on Bend campus
- Updated Building Management System identifies and reduces high energy use

CENTRAL OREGON
community college

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

COCC BOARD OF DIRECTORS

Resolution

Subject	Redmond MATC Expansion – Early Site Work Authorization
Strategic Plan Initiatives	Select one or two of the most relevant initiatives from: College Sustainability
Prepared By	Michael LaLonde, Cindy Lenhart, Amy Ward, Josh Clawson, Angie Anderson-May

1 – Background

Per COCC General Policy G-1-8.3.3, Campus Services is requesting a Board approval to proceed with the early site work for the Redmond Building 3 MATC Expansion.

The Redmond Building 3 Expansion Project has completed the building design phase, and is ready to transition toward construction. Steele and Associates Architecture and Morrison-Maierle Engineering have completed the permit plans, which have been submitted to the City of Redmond for plan review.

A contract amendment is being prepared to authorize SunWest Builders to proceed with early site work and site preparation for the expansion project before the final construction cost estimate and Guaranteed Maximum Price are brought forward for Board review. SunWest is currently finalizing construction cost estimates, which are expected to be presented to the Board for review and approval at the October 2026 Board meeting.

At this time, the Board is asked to approve proceeding with the early site preparation scope of work using existing funds designated for the Building 3 Expansion Project. Early authorization is requested so site preparation can begin before winter weather conditions affect the project schedule and concrete work. Approval of this resolution is limited to early site work preparation work and does not authorize the full construction phase of the project.

2 – Options/Analysis

The Board may approve the requested early site work authorization, allowing Campus Services and SunWest Builders to proceed with site preparation while the final construction cost estimate is completed.

Alternatively, the Board may choose to delay authorization until the full construction cost estimate and Guaranteed Maximum Price are presented. Delaying site preparation may affect the project schedule and could result in concrete installation occurring during colder weather conditions, which may create additional schedule or cost impacts.

3 – Timing

Beginning site preparation work now will allow the project team to prepare the site and complete necessary groundwork before winter weather conditions create schedule, cost, or construction challenges. This timing is especially important to reduce the risk of concrete installation occurring during colder winter months and to help keep the project on track for a planned Winter term 2028 opening.

4 – Budget Impact

The full project is expected to be funded through existing institutional resources and HECC match funds. Funding for the early site preparation work will come from existing designated project funds.

The estimated cost for early site preparation scope of work is $658,236. Final construction cost estimates will be presented to the Board for review and approval at a future meeting.

5 – Student Success

Approval of the early site work will help keep the Redmond Building 3 Expansion Project on schedule, supporting the planned expansion of Manufacturing and Applied Technology Center (MATC) training space and equipment areas.

Maintaining the project schedule is important to ensure students have timely access to expanded hands-on training opportunities in manufacturing and related technical fields. The project will increase enrollment capacity, allowing the program to better meet the growing employment needs of local businesses, and also meet the target outcomes of recently awarded grant funding. These improvements will support career and technical education pathways that prepare students for employment in Central Oregon's manufacturing and skilled trades workforce.

The project is especially important for students who benefit from local access to workforce training, including students balancing work, family, transportation, or financial barriers.

6 – Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors approves Campus Services to proceed with early site preparation work for the Redmond Building 3 Expansion project with SunWest Builders, using existing funds, in the amount of $658,236.

This approval is limited to the early site preparation scope of work. Final construction cost estimates and any additional construction authorization will be brought forward for Board review and approval at a future meeting.

COCC MATC B3 - Addition / Remodel
Amendment #1 - Sitework

9/2/2026

Addition NSF = 6,400
Remodel NSF = 6,234
Project Area GSF = 12,634
Site Area = 26,361

SunWest Builders

SITEWORK			**Cost**
DIV 01 - TEMPORARY SERVICES & LOGISTICS	$22	/ sf	$137,959
DIV 02 - EXISTING CONDITIONS / DEMOLITIONS	$2	/ sf	$10,647
DIV 03 - BUILDING CONCRETE	$0	/ sf	$0
DIV 04 - MASONRY	$0	/ sf	$0
DIV 05 - STRUCTURAL & MISCELLANEOUS STEEL	$0	/ sf	$0
DIV 06 - ROUGH CARPENTRY	$0	/ sf	$0
DIV 06 - INTERIOR FINISH CARPENTRY	$0	/ sf	$0
DIV 07 - THERMAL & MOISTURE PROTECTION	$0	/ sf	$0
DIV 08 - DOORS & WINDOWS	$0	/ sf	$0
DIV 09 - INTERIOR CONSTRUCTION & FINISHES	$0	/ sf	$0
DIV 10 - SPECIALTIES	$0	/ sf	$0
DIV 11- EQUIPMENT	$0	/ sf	$0
DIV 12 - FURNISHINGS	$0	/ sf	$0
DIV 13 - PRE-ENGINEERED METAL BUILDING (P.E.M.B.)	$0	/ sf	$0
DIV 14 - ELEVATOR	$0	/ sf	$0
DIV 21 - FIRE SUPPRESSION SYSTEMS	$0	/ sf	$0
DIV 22 - PLUMBING & WELDING SYSTEMS	$0	/ sf	$0
DIV 23 - MECHANICAL HVAC / HYDRONIC SYSTEMS	$0	/ sf	$0
DIV 26-28 - ELECTRICAL, LIGHTING, LOW VOLTAGE	$3	/ sf	$20,000
DIV 31 - BUILDING EARTHWORK & BACKFILL	$6	/ sf	$37,336
DIV 31 - SITE WORK / LANDSCAPING	$13	/ site sf	$339,713
Subtotal - SITEWORK Direct Costs	**$21**	**/ nsf**	**$545,655**
8.00% Design Completion Contingency			$43,652
5.00% Estimate / Construction Contingency			$29,465
2.00% Cost Escalation Allowance			$12,375
0.35% Course of Construction Insurance / Builders Risk - Allowance at SD			$2,209
0.95% General Liability Insurance			$6,017
2.95% Overhead & Profit			$18,862
TOTAL CONSTRUCTION ESTIMATE	**$25**	**/ GSF**	**$658,236**

Estimate based on Progress Set provided by SAA & Consultants 8/25/26

COCC MATC B3 - Addition / Remodel
Progress Set Budget
9/2/2026

Addition NSF = 6,400
Remodel NSF = 6,234
Project Area GSF = 12,634
Site Area = 26,361

SunWest Builders

ADDITION 6,400 sf			Cost
DIV 01 - TEMPORARY SERVICES & LOGISTICS	$126	/ sf	$805,334
DIV 02 - EXISTING CONDITIONS / DEMOLITIONS	$7	/ sf	$43,373
DIV 03 - BUILDING CONCRETE	$30	/ sf	$190,171
DIV 04 - MASONRY	$34	/ sf	$219,585
DIV 05 - STRUCTURAL & MISCELLANEOUS STEEL	$3	/ sf	$21,705
DIV 06 - ROUGH CARPENTRY	$47	/ sf	$303,281
DIV 06 - INTERIOR FINISH CARPENTRY	$0	/ sf	$0
DIV 07 - THERMAL & MOISTURE PROTECTION	$84	/ sf	$538,876
DIV 08 - DOORS & WINDOWS	$18	/ sf	$113,850
DIV 09 - INTERIOR CONSTRUCTION & FINISHES	$11	/ sf	$70,303
DIV 10 - SPECIALTIES	$0	/ sf	$2,382
DIV 13 - PRE-ENGINEERED METAL BUILDING (P.E.M.B.)	$0	/ sf	$0
DIV 21 - FIRE SUPPRESSION SYSTEMS	$11	/ sf	$71,680
DIV 22 - PLUMBING & WELDING SYSTEMS	$10	/ sf	$62,870
DIV 23 - MECHANICAL HVAC / HYDRONIC SYSTEMS	$29	/ sf	$185,224
DIV 26-28 - ELECTRICAL, LIGHTING, LOW VOLTAGE	$57	/ sf	$363,998
DIV 31 - BUILDING EARTHWORK & BACKFILL	$7	/ sf	$43,336
DIV 31 - SITE WORK / LANDSCAPING	$17	/ site sf	$440,567
Subtotal - ADDITION Direct Costs	**$543**	**/ nsf**	**$3,476,536**

REMODEL 6,234 sf			Cost
DIV 1 - TEMPORARY SERVICES & LOGISTICS	$33	/ sf	$206,972
DIV 2 - EXISTING CONDITIONS / DEMOLITIONS	$7	/ sf	$46,575
DIV 3 - BUILDING CONCRETE	$3	/ sf	$16,199
DIV 4 - MASONRY	$0	/ sf	$0
DIV 5 - STRUCTURAL & MISCELLANEOUS STEEL	$1	/ sf	$5,680
DIV 6 - ROUGH CARPENTRY	$2	/ sf	$9,770
DIV 7 - THERMAL & MOISTURE PROTECTION	$3	/ sf	$18,246
DIV 8 - DOORS & WINDOWS	$4	/ sf	$23,849
DIV 9 - INTERIOR CONSTRUCTION & FINISHES	$6	/ sf	$39,865
DIV 10 - SPECIALTIES	$3	/ sf	$15,735
DIV 13 - PRE-ENGINEERED METAL BUILDING (P.E.M.B.)	$2	/ sf	$9,780
DIV 21 - FIRE SUPPRESSION SYSTEMS	$2	/ sf	$10,910
DIV 22 - PLUMBING & WELDING SYSTEMS	$22	/ sf	$139,302
DIV 24 - MECHANICAL HVAC	$32	/ sf	$200,836
DIV 26-28 - ELECTRICAL, LIGHTING, LOW VOLTAGE	$73	/ sf	$456,143
DIV 31 - SITE WORK / LANDSCAPING	$0	/ site sf	$0
Subtotal - REMODEL Direct Costs	**$192**	**/ nsf**	**$1,199,860**
Total - Direct Costs	**$370**	**/ gsf**	**$4,676,396**
8.00% Design Completion Contingency			$374,112
5.00% Estimate / Construction Contingency			$252,525
2.00% Cost Escalation Allowance			$106,061
0.35% Course of Construction Insurance / Builders Risk - Allowance at SD			$18,932
0.95% General Liability Insurance			$51,566
2.95% Overhead & Profit			$161,648
TOTAL CONSTRUCTION ESTIMATE	**$447**	**/ GSF**	**$5,641,239**

Estimate based on Progress Set provided by SAA & Consultants 8/25/26

Requested Project Alternates

Alternate #1: North Exterior Awning (2,900 SF)	$227,355
Alternate #2: Outdoor Work Area Fencing w/ 2 Sliding Vehicle Gates	$33,332
Alternate #3: Outdoor Work Area Hardscape (Heavy Duty Concrete)	$256,675
Alternate #4: Outdoor Work Area Hardscape (Asphalt)	Taking Alternate #3
Alternate #5: Welding Gas Piping from Central Manifold to Welding Stations	$4,853
Alternate #6: Sliding Service Window, 42" x 54" (Addition to Remodel)	$7,789
Alternate #7: Tool Room @ Remodel (755 SF)	$95,303
Alternate #8: Electrical to Welding Equipment - Remodel (Per Equipment Matrix)	$81,891
Alternate #9: Electrical to Machining Equipment - Addition (Per Equipment Matrix)	$66,726
Alternate #10: Electrical to CNC Equipment - Addition (Per Equipment Matrix)	$43,069

AHJ STAMP

9a.7

A6 ARCHITECTURAL SITE PLAN
1" = 20'-0"

SCALE : 1" = 20'-0"

GENERAL NOTES:

SITE PLAN INFORMATION:

ADDRESS: 2324 SE COLLEGE LOOP, REDMOND, OR 97756

TAX ID: 151322B000100

ZONING: *PF-L (CITY OF REDMOND)*

TOTAL AREA OF WORK: *208,466 SF*

TOTAL PARKING:
EXISTING: 132 SPACES

IMPERMEABLE SURFACE AREA:
EXISTING + PROPOSED : 115,342 SF (55% OF AREA OF WORK)

BUILDING FOOTPRINT:
EXISTING: 23,317 SF (11% OF AREA OF WORK)
PROPOSED: 6,353 SF (3%)

LANDSCAPED AREA:
PHASE 1: 64,755 SF (31% OF AREA OF WORK)

LEGEND:

KEYED NOTES:

1 EXISTING FIRE HYDRANT TO REMAIN
2 EXISTING MONOLITHIC CAMPUS WAYFINDING SIGNAGE RELOCATED
3 CLEAR VISION
4 UTILITY EASEMENT
5 EXISTING FENCE TO REMAIN
6 12' SLIDING ROLLING GATE -MANUAL
7 CHAIN LINK FENCE
8 EXISTING CONCRETE CHILLER PAD
9 6" X 48" BOLLARD, SEE SPECIFICATION.
10 4" X 48" BOLLARD, SEE SPECIFICATION.
11 CAST-IN-PLACE CONCRETE SLAB ON GRADE. SEE STRUCTURAL DRAWINGS.
12 EXTEND EXISTING CONCRETE SLAB

NOT FOR CONSTRUCTION

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BEND, OR 97703

CENTRAL OREGON COMMUNITY COLLEGE MATC #3
2324 SE COLLEGE LOOP
REDMOND, OR, 97756
ARCHITECTURAL SITE PLAN

JOB NO.	24121.01
DATE	02.09.2026
DRAWN BY	VB/DG
CHECKED BY	CT

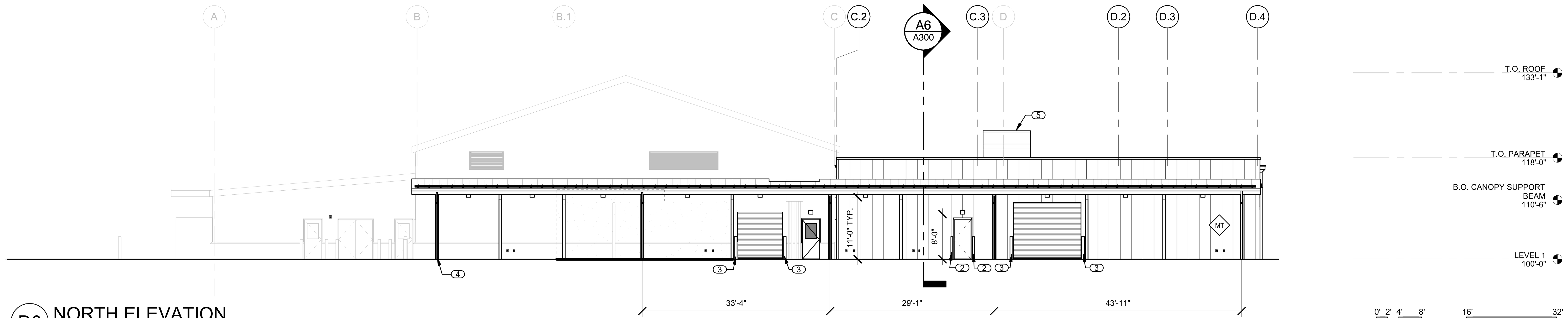
REV.	DATE	DESCRIPTION

SHEET NO.
AS101
ARCHITECTURAL SITE PLAN

BID PERMIT SET

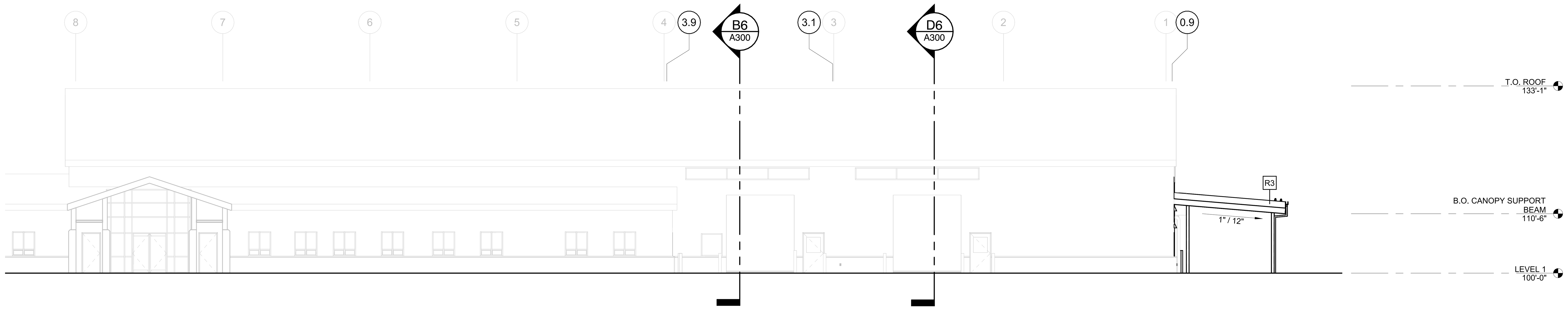
AHJ STAMP

9a.8



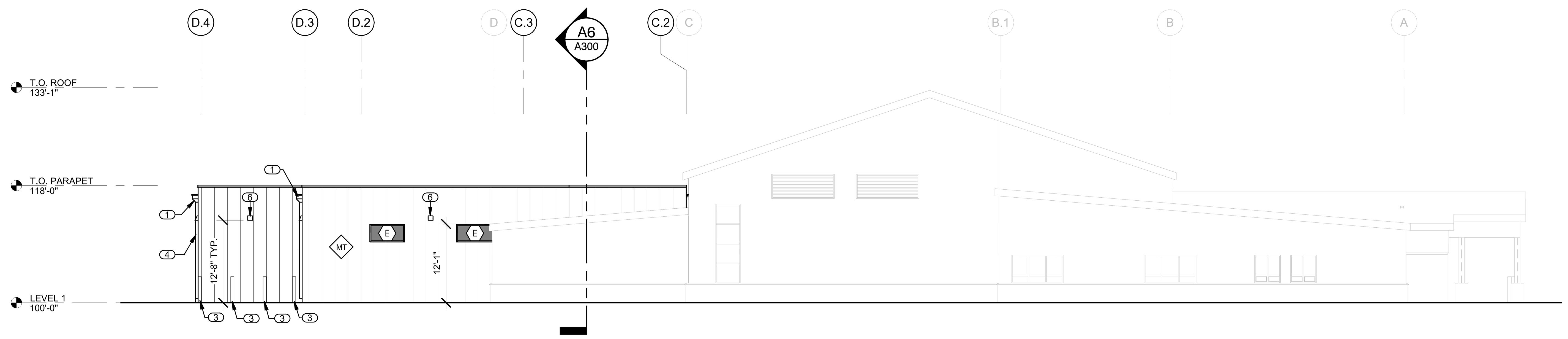
D6 NORTH ELEVATION
3/32" = 1'-0"

0' 2' 4' 8' 16' 32'
SCALE : 3/32" = 1'-0"



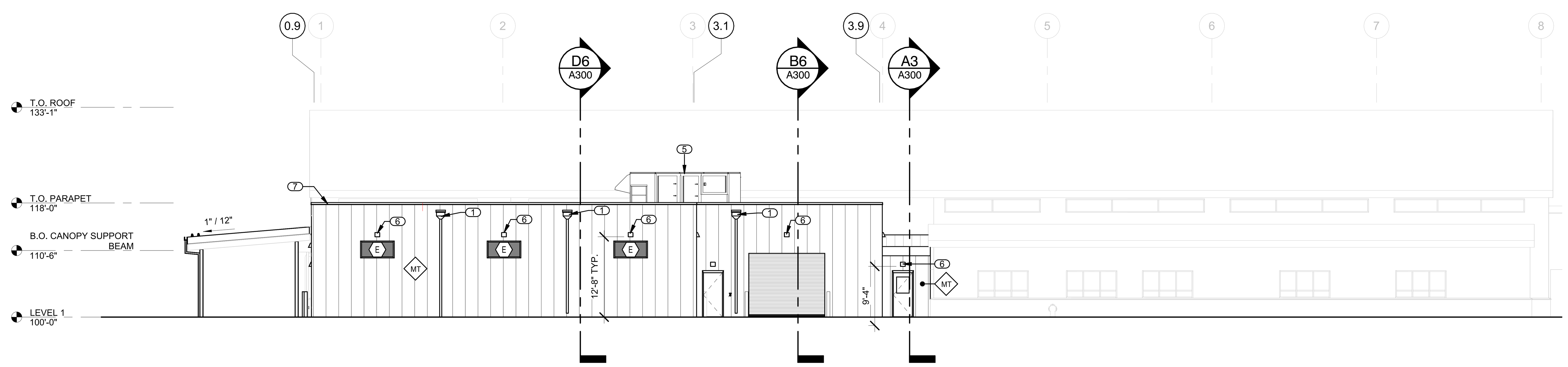
C6 EAST ELEVATION
3/32" = 1'-0"

0' 2' 4' 8' 16' 32'
SCALE : 3/32" = 1'-0"



B6 SOUTH ELEVATION
3/32" = 1'-0"

0' 2' 4' 8' 16' 32'
SCALE : 3/32" = 1'-0"



A6 WEST ELEVATION
3/32" = 1'-0"

0' 2' 4' 8' 16' 32'
SCALE : 3/32" = 1'-0"

GENERAL NOTES:

A. SEE SHEET G002 FOR GENERAL NOTES, LEGENDS, AND ABBREVIATIONS.
B. SEE SHEETS G003 & G004 FOR ADA REQUIREMENTS.
C. SEE TITLE SHEET FOR DRAWING INDEX.
D. DO NOT SCALE DRAWINGS.
E. CONTRACTOR / SUBCONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS BEFORE BEGINNING WORK, AND SHALL REPORT TO THE ARCHITECT ANY ERRORS, INCONSISTENCIES OR OMISSIONS BEFORE BEGINNING WORK. SEE GENERAL NOTES AND SPECIFICATIONS.

LEGEND:

MATERIAL
STANDING SEAM METAL PANEL - DARK BRONZE
METAL PANEL - SLATE GREY
CMU BRICK - MATCH EXISTING

1 NEW GRID LINES
1 EXISTING GRID LINES

KEYED NOTES:

1 SCUPPER WITH COLLECTION BOX
2 4" X 48" BOLLARD, SEE SPECIFICATION.
3 6" X 48" BOLLARD, SEE SPECIFICATION.
4 PREFINISHED MTL DOWNSPOUT.
5 NEW MECHANICAL EQUIPMENT, SEE MECHANICAL DRAWINGS.
6 LIGHT FIXTURE, SEE ELECTRICAL DRAWINGS.
7 PREFINISHED METAL COPING.

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CENTRAL OREGON COMMUNITY COLLEGE MATC #3
2324 SE COLLEGE LOOP
REDMOND, OR, 97756
EXTERIOR ELEVATIONS

JOB NO.	24121.01	
DATE	08.28.2026	
DRAWN BY	DG/VB	CHECKED BY CT

REV.	DATE	DESCRIPTION

SHEET NO.
A200
EXTERIOR ELEVATIONS

BID PERMIT SET

8/28/2026 4:07:40 PM

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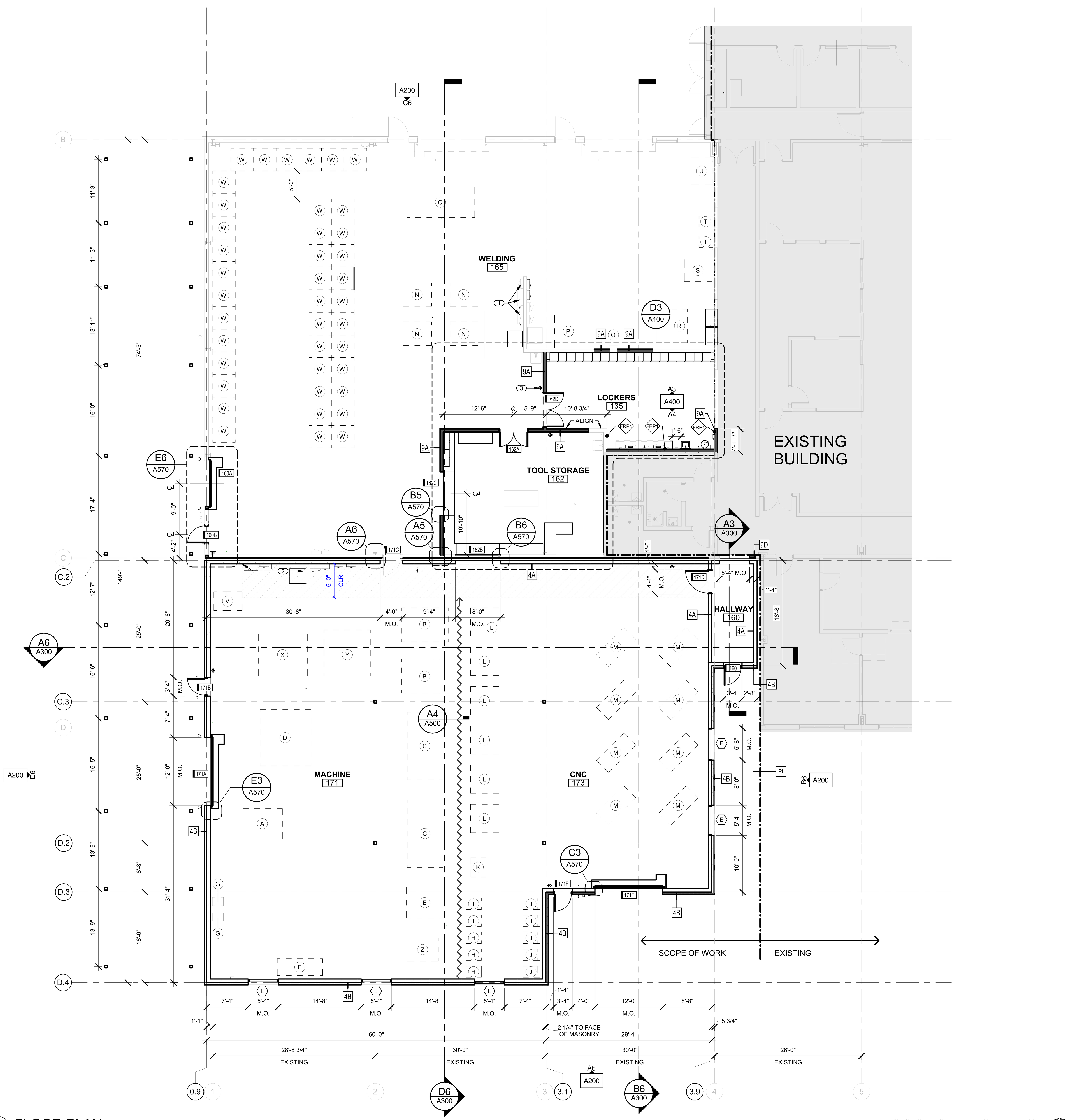

A5 FLOOR PLAN
1/8" = 1'-0"

SCALE : 1/8" = 1'-0"

GENERAL NOTES:

A. SEE SHEET G002 FOR GENERAL NOTES, LEGENDS, AND ABBREVIATIONS.

B. SEE SHEETS G003 & G004 FOR ADA REQUIREMENTS.

C. SEE TITLE SHEET FOR DRAWING INDEX.

D. DO NOT SCALE DRAWINGS.

E. CONTRACTOR / SUBCONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS BEFORE BEGINNING WORK, AND SHALL REPORT TO THE ARCHITECT ANY ERRORS, INCONSISTENCIES OR OMISSIONS BEFORE BEGINNING WORK. SEE GENERAL NOTES AND SPECIFICATIONS.

LEGEND:

1 NEW GRID LINES

1 EXISTING GRID LINES

KEYED NOTES:

1 EXISTING ELECTRICAL PANELS
2 ELECTRICAL PANELS AND EQUIPMENT, SEE ELECTRICAL PLANS
3 BRACKET-MOUNTED FIRE EXTINGUISHER, NO CABINET. 48" MAX TO TOP OF HANDLE.

EQUIPMENT SCHEDULE	
A	HAAS MINI MILL
B	HAAS TM1P
C	HASS ST0Y
D	HAAS UMC 500
E	HAAS TL1 LATHE
F	TUBE BENDER
G	CHOP SAW
H	DRILL PRESS
I	ELLIS 9400
J	GRINDER
K	VERTICAL BAND SAW
L	KNEE MILL
M	ENGINE LATHE
N	ARC LITE PLASMA TABLE
O	CNC PLASMA TABLE
P	IRON WORKER
Q	TUBE NOTCHER
R	HORIZ BAND SAW
S	PRECISION GRINDER
T	BELT SANDER
U	SAND BLASTER
V	DESKTOP MILL
W	WELDING BOOTH
X	DURACENTER CNC
Y	DURAVERTICAL CNC
Z	HYUNDAI HIT160

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FLOOR PLAN

JOB NO.	24121.01
DATE	08.28.2026
DRAWN BY	DG/VB
CHECKED BY	CT

REV.	DATE	DESCRIPTION

SHEET NO.
A101
FLOOR PLAN

BID PERMIT SET

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Board Meeting Date: 9/9/2026
Exhibit No: 9b.1

COCC BOARD OF DIRECTORS

Resolution

Subject	Purchase of New Aviation Department Flight Simulator
Strategic Plan Initiatives	College Sustainability Workforce Development
Prepared By	Lisa Shipman, Angie Anderson-May

1 – Background

Per COCC General Policy BEP 4: ASSET PROTECTION, the COCC Aviation Department is requesting a Board of Directors Resolution for approval to proceed with the purchase of a replacement flight simulator.

COCC purchased an Airplane flight simulator in 2017, which is now 9 years old and reaching the end of its useful life. The current simulator is in working condition, but with the advertised life expectancy less than 10 years, 8 - 10 month lead time from the manufacturer to build and deliver a new simulator, and parts for the current sim becoming harder to acquire, we feel that committing to ordering a new simulator now, for delivery in early 2027 will mitigate the down time and repairs of the current sim, and disruption of student flight lab completions in the future.

The Board is asked to consider approval for the Aviation Department to proceed with this purchase.

2 – Options/Analysis

The proposed simulator is an upgraded replacement for the existing Frasca simulator. Other manufacturers offer flight simulators, however, introducing a different manufacturer would result in additional operational, maintenance, support, and training requirements. Purchasing from Frasca preserves compatibility with the Aviation Department's existing equipment and established instructional and maintenance processes.

3 – Procurement Method/Exemption

Because the purchase exceeds COCC's formal procurement threshold, a competitive solicitation would ordinarily be required. The Aviation Department has requested a Compatibility with Existing Equipment or Systems exemption to purchase the replacement simulator directly from Frasca International.

COCC's existing flight simulators are manufactured by Frasca. Purchasing a Frasca replacement will maintain compatibility and standardization across simulator equipment, replacement parts, maintenance procedures, technical support, and instructional operations. It will also avoid the additional implementation, maintenance, and training costs associated with introducing equipment from another manufacturer.

The exemption request has been reviewed and approved by Angie Anderson-May on September 1, 2026 and is presented to the Board for approval with this purchase. Technical verification supporting the exemption is included as an Attachment.

4 – Timing

Commitment to the manufacturer, Frasca International, to begin building this simulator requires a down payment of $127,500 at the signing of the contract, followed by two more installments during the acquisition period of 8-10 months, with total purchase price of $365,000.

4 – Budget Impact

Total purchase price is $365,000. There will be additional nominal funds needed for travel and testing by Aviation Department staff prior to delivery. Existing Non-General Aviation Department budgeted funds will be utilized for the purchase and associated costs, with no additional funding being required.

5 – Student Success

The replacement flight simulator will support reliable access to required flight lab training and reduce the risk of equipment downtime that could delay student progression.

Because the simulator is used across multiple Aviation flight labs, timely replacement will help students complete required training, move into subsequent labs, and stay on track toward degree completion.

6 – Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors approves the Compatibility with Existing Equipment or Systems exemption and authorizes the College to enter into a contract with Frasca International for the purchase of a replacement flight simulator in an amount not to exceed $365,000.

CENTRAL OREGON COMMUNITY COLLEGE
COMPETITIVE PROCUREMENT EXEMPTION REQUEST

Attach this form to the applicable contract, purchase order, or purchase request. The form must be reviewed and approved before a contract is signed or any goods or services are purchased.

Request Information

Requesting Department: Aviation

Requestor: Lisa Shipman

Budget Manager: Tony Russell

Supplier / Contractor: Frasca

Estimated Dollar Amount: $365,000

Desired Purchase Date: 9/14/26

Reason for Exemption (Check One)

- ☐ **Personal Services:** Services requiring specialized skills, knowledge, or professional judgment.
- ☐ **Sole Source:** Goods or services available from only one supplier.
- ☐ **Proprietary Product:** A specific brand or product is required.
- ☑ **Compatibility:** Must be compatible with existing equipment, software, or systems.
- ☐ **Emergency Procurement:** Prompt action is required to prevent harm, disruption, or loss.
- ☐ **Used Equipment:** Used property offers an advantage and is not readily available through competition.

Justification

Describe the purchase and its intended use, why competitive procurement is not practical, and what alternatives were considered.

COCC's existing flight simulators are manufactured by Frasca. Purchasing a Frasca replacement maintains compatibility and standardization across simulator equipment, replacement parts, maintenance procedures, and technical support. This standardization reduces ongoing maintenance, support, inventory, and training costs and allows students and instructors to transition between simulators without additional equipment-specific training. The proposed simulator is an upgraded replacement of the existing Frasca simulator that has reached the end of its useful life.

Supporting Documentation (Include at least one with this submission)

☑ Vendor Quote ☐ Sole Source Letter ☑ Technical Justification ☐ Market Reserach

☐ Emergency Documentation ☐ Other:

FOR OFFICE USE ONLY – Procurement Review

☑ Approved ☐ Additional Information Required ☐ Denied

Comments: Approved pending Board approval for the spend.

Reviewed By:

Date: 9/1/26

<u>Technical Justification for Frasca Simulator Purchase</u>:

COCC currently has 3 Frasca simulators in use, all unique models and platforms. The current Cessna 172 simulator platform, purchased in 2017 has surpassed what Frasca estimates for useful life of this model, both in hours of use and years in service. While it is still running, it is beginning to show some major signs of age and need for expensive parts and maintenance. Many parts are becoming obsolete. The software is antiquated. The simulator is used in 7 of COCC's flight labs. Breakdowns cause delays in student training and ultimately degree completion; this also causes breaks in the revenue stream to Leading Edge Flight Academy, as they rely on students progressing from flight lab to flight lab and fully utilizing their aircraft as well as the simulator. Students who can't progress, aren't utilizing either the simulators or the LEFA aircraft. Replacement will take 10 months from contract signing to delivery and implementation. Funds for this purchase will come from prior simulator revenue accumulated for this purchase in the Aviation Simulator Fund/Budget.

COCC's existing flight simulators are manufactured by Frasca. Purchasing a Frasca replacement maintains compatibility and standardization across simulator equipment, replacement parts, maintenance procedures, technical support, and instructor/student training. This standardization reduces ongoing maintenance, support, inventory, and training costs and allows students and instructors to transition between simulators without additional equipment-specific training. COCC's simulator technician is familiar with Frasca equipment and support processes, which allows the college to resolve technical issues more efficiently and reduce support-related downtime. Maintaining a standardized simulator platform also supports long-term operational sustainability by limited the need for separate parts, inventories, maintenance procedures, and technical training for multiple manufacturers.

I certify that this determination is based on the Aviation Program's technical and instructional requirements and not solely on brand preference.

Lisa Shipman

Lisa Shipman
Program Director - COCC Aviation Department
8/28/2026

BEP 4: ASSET PROTECTION
Most recently reviewed/revised: September 11, 2024

The President must ensure that material, fiscal and human resource assets are protected, adequately maintained, and not put at unnecessary risk.

Accordingly, the President or their designee(s) must:

1. Inform the Board of misalignment among fiscal resources, staffing, and programmatic commitments for implementing College vision and mission.
2. Insure responsibly against theft and casualty and against liability losses to Board members, staff or the organization itself.
3. Not allow personnel access to material amounts of funds without purchasing a fidelity bond or providing equivalent coverage.
4. ~~Ensure maintenance schedules are reviewed at least annually.~~

~~5.~~4. Not allow unnecessary exposure to the organization, its Board or staff to claims of liability.

~~6.~~5. Not make any purchase or commit the organization to any expenditure requiring Board approval under the Central Oregon Community College Rules of Procurement (CCRP), applicable law, or Board-adopted thresholds without full knowledge and approval of the board. ~~of greater than $100,000 without full knowledge and approval of the Board.~~

~~7.~~6. Not make any material purchase without complying with the ~~Central Oregon Community College Rules of Procurement (~~ CCRP~~)~~ or the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR). (The purchasing guidelines will automatically change with changes in CCRP, ORS, and OAR purchasing statutes.)

~~8.~~7. Receive, process or disburse only those funds under controls which are sufficient to meet the Board-appointed auditor's standards.

~~9.~~8. Not invest or hold operating capital in investments in violations of state or federal law.

9. Not acquire, encumber or dispose of real property without Board approval.~~.~~
10. Ensure that the College establishes, implements, and regularly updates a Capital Facilities Life Cycle Renewal Program to preserve College facilities, reduce deferred maintenance, manage infrastructure risk, and support the long-term financial sustainability of College assets. The Capital Facilities Life Cycle Renewal Program will include, at a minimum:
    a. a comprehensive inventory of College-owned buildings, infrastructure, utility systems, site improvements, and major building systems.
    b. periodic Facilities Condition Assessments (FCAs) and a current inventory of deferred maintenance needs.

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c. a rolling five-year Capital Facilities Life Cycle Renewal Plan identifying deferred maintenance projects, capital renewal priorities, estimated project costs, recommended funding sources, and anticipated implementation schedules.

d. an annual report to the Board during budget hearings, following review by the Board's Real Estate Committee, regarding:

- Facility condition;
- Deferred maintenance backlog;
- Major infrastructure risks;
- Capital renewal priorities based on objective risk-based critera;
- Funding sources and expenditures; and
- Progress toward implementation of the Capital Facilities Life Cycle Renewal Plan.

e. administrative procedures governing facility condition assessments, project prioritization, capital renewal planning, deferred maintenance reporting, funding methodologies, and annual reporting to the Board.

~~10.~~

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BEP 4: ASSET PROTECTION

Most recently reviewed/revised: September 11, 2024

The President must ensure that material, fiscal and human resource assets are protected, adequately maintained, and not put at unnecessary risk.

Accordingly, the President or their designee(s) must:

1. Inform the Board of misalignment among fiscal resources, staffing, and programmatic commitments for implementing College vision and mission.
2. Insure responsibly against theft and casualty and against liability losses to Board members, staff or the organization itself.
3. Not allow personnel access to material amounts of funds without purchasing a fidelity bond or providing equivalent coverage.
4. Not allow unnecessary exposure to the organization, its Board or staff to claims of liability.
5. Not make any purchase or commit the organization to any expenditure requiring Board approval under the Central Oregon Community College Rules of Procurement (CCRP), applicable law, or Board-adopted thresholds without full knowledge and approval of the board.
6. Not make any material purchase without complying with the CCRP or the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR). (The purchasing guidelines will automatically change with changes in CCRP, ORS, and OAR purchasing statutes.)
7. Receive, process or disburse only those funds under controls which are sufficient to meet the Board-appointed auditor's standards.
8. Not invest or hold operating capital in investments in violations of state or federal law.
9. Not acquire, encumber or dispose of real property without Board approval.
10. Ensure that the College establishes, implements, and regularly updates a Capital Facilities Life Cycle Renewal Program to preserve College facilities, reduce deferred maintenance, manage infrastructure risk, and support the long-term financial sustainability of College assets. The Capital Facilities Life Cycle Renewal Program will include, at a minimum:
    a. a comprehensive inventory of College-owned buildings, infrastructure, utility systems, site improvements, and major building systems.
    b. periodic Facilities Condition Assessments (FCAs) and a current inventory of deferred maintenance needs.
    c. a rolling five-year Capital Facilities Life Cycle Renewal Plan identifying deferred maintenance projects, capital renewal priorities, estimated project costs, recommended funding sources, and anticipated implementation schedules.
    d. an annual report to the Board during budget hearings, following review by the Board's Real Estate Committee, regarding:
    - Facility condition;
    - Deferred maintenance backlog;

- Major infrastructure risks;
- Capital renewal priorities based on objective risk-based critera;
- Funding sources and expenditures; and
- Progress toward implementation of the Capital Facilities Life Cycle Renewal Plan.

e. administrative procedures governing facility condition assessments, project prioritization, capital renewal planning, deferred maintenance reporting, funding methodologies, and annual reporting to the Board.

BOARD-PRESIDENT RELATIONSHIP

BPR 1: Communication and DELEGATION TO THE PRESIDENT
Approved: 6/9/1993; Revised: 12/9/2015; 9/11/2024; 11/17/2025

The President is accountable to the full Board. The Board will establish the governing policies, delegating implementation of the policies and the development and implementation of procedures to the President.

1. All Board authority delegated to staff is delegated through the President, so that all authority and accountability of staff is considered to be the authority and accountability of the President. Board members should not make direct requests of staff, including but not limited to, requests for information or documents, or requests to take specific actions without the president's consent.
~~1.~~2. Board members should disclose to the President ~~any college~~ communications with staff members ~~to the President~~ that is related to College Business.
~~2.~~3. The President is authorized to establish all procedures, make all decisions, take all actions and develop and implement all activities as long as they are consistent with the Board's direction and policies. This includes specific goals set by the Board. In general, to allow the President time and capacity to meet the goals set by the Board, such goals will be set annually at the annual Board retreat in the summer or fall in consultation with the President. Notwithstanding the foregoing, the Board may, from time to time, determine that individual goals need to be added, modified or eliminated as circumstances warrant. The Board will consult with the President in setting or changing goals for the President.
4. No individual *B*oard member, officer or committee has authority over the President. Information or assistance may be requested by individuals or groups, but if such a request - in the President's judgment - requires a material amount of staff time or funds or is disruptive, it may be refused, unless authorized by the Board.
~~3.~~5. Board members are responsible for keeping the President properly informed. As such, Board members should make every effort to inform the President of their questions, concerns, or specific advocacy prior to public meetings when possible.

Commented [KM1]: Proposed revisions from 5/12/2026 Policy Review Committee meeting.

Current:

BPR 2: PRESIDENT'S JOB DESCRIPTION

Approved: 6/9/1993; Revised: 12/9/2015

The President's job duties and responsibilities can be stated as performance in the following areas:

1. Performance of Board Goals and Objectives
2. Relationship with the Board of Directors
3. Operational Skills and Services
4. Professional and Leadership Activities
5. Knowledge, Skills and Abilities.

Draft:

The President is the chief executive officer of the community college and derives authority from, and is accountable to, the Central Oregon Community College Board of Directors. The President provides vision and leadership for the College and oversees all programs and services in accordance with Board policies, regulations, and applicable laws.

The President is responsible for the following:

- ~~Developing and implementing~~Leading the development and implementation of a ~~progressive, community responsive college philosophy~~comprehensive~~,~~ and community-responsive college direction.
- ~~, including~~ Developing a ~~comprehensive~~ strategic plan that actualizes the college's direction by outlining~~ines~~ the institutional ~~mission,~~ mission, ~~vision,~~ goals, priorities, and resources. ~~for current and long-range needs.~~
- Fostering a ~~a~~ culture of college-wide collaboration ~~climate~~ that enhances student learning, encourages creative teaching and learning, and motivates staff, faculty, and students to achieve their highest potential.
- Establishing and maintaining an administrative organization that ensures effective and efficient management of the College and its resources.

- ~~Recommending policies for Board action and implementing policies adopted by the Board.~~Implementing policies adopted by the Board, and recommending policies for Board consideration.
- Managing institutional resources effectively and developing new resources, revenue streams, and, in collaboration with the COCC Foundation, fundraising opportunities.
- ~~Ensuring~~ Engaging in effective internal and external communication, keeping the Board informed, serving as the College's chief spokesperson, and representing the College to the public.
- Representing the College's interest by ~~and~~ participating in appropriate local, state, and national advocacy opportunities.~~efforts that advance the interests of the College.~~
- Delegating responsibilities to staff, faculty, and committees as appropriate for the effective administration of the College.
- Exercising the discretion necessary to ensure the efficient operation of the College and addressing administrative matters not otherwise specified by law or Board policy.

BPR 6: ORDER OF ADMINISTRATIVE RESPONSIBILITY

Approved: March 13, 1991; Most recently reviewed/revised: July 22, 2024

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

1. Vice President of Finance and Operations
2. Vice President of Student Affairs
3. Vice President of Academic Affairs

BOARD OF DIRECTORS' OPERATIONS

Board Committee Appointments: 2026-27

GP 6: COMMITTEE STRUCTURE

Revised: January 14, 2025

The COCC Board will have ten (10) standing committees with members and chairs appointed by the Board Chair. Additionally, the Board Chair will appoint members of the Board to serve as liaison to non-Board committees and outside organizations. The Board Chair will use reasonable efforts to consult with each member prior to making an appointment. Appointments will be made no later than at the September Board meeting, and when necessary due to unexpected vacancy.

Unless otherwise noted below, each committee appointment shall be for a period of one year, and members may serve more than one term.

Standing Committees (10)

- ***Board Self-Evaluation***

  GP 6: This committee consists of three Board members who will oversee the Board's Self-Evaluation, including reviewing the process used for evaluation, gathering necessary data/information, and facilitating the evaluation discussion with the full Board. The committee will coordinate a discussion of the results with the full Board at a retreat in the summer or fall, as the Board schedule permits.

  2026-27 Porter (Chair), Merz, Unger
  2025-26 Merz (Chair), Unger, Krenowicz
  2024-25 Merz (Chair), Unger, Krenowicz
  2023-24 Krenowicz (Chair), Merz, Unger
  2022-23 Abernethy (Chair), Krenowicz, Tatom
  2021-22 Abernethy (Chair), Krenowicz, Tatom
  2020-21 Abernethy (Chair), Krenowicz, Tatom
  2019-20 Abernethy (Chair), Craska Cooper, Krenowicz
  2018-19 Skatvold (Chair), Abernethy, Craska Cooper

- ***President's Evaluation***

  GP 6 & BPR 3: This committee consists of three Board members who will, in collaboration and mutual agreement with the President, adopt an annual performance review policy, instrument, and procedure for evaluating the performance of the President. The committee will gather agreed-upon data/information, facilitate the evaluation discussion with the Board, and discuss the evaluation results with the President.

  2026-27 Porter (Chair), Merz, Craska Cooper
  2025-26 Skatvold (Chair), Porter, Craska Cooper
  2024-25 Laura Craska Cooper (Chair), Porter, Skatvold
  2023-24 Craska Cooper (Chair), Porter, Krenowicz
  2022-23 Craska Cooper (Chair), Unger, Abernethy
  2021-22 Unger (Chair), Abernethy, Craska Cooper

2020-21 Skatvold (Chair), Unger, Abernethy
2019-20 Skatvold (Chair), Craska Cooper, Abernethy
2018-19 Mundy (Chair), Craska Cooper, Abernethy

- ***COCC Memorial Education, (Keyes Trust)*** – *Two-year term*
  GP 6: This committee consists of one Board member (serving a renewable, two-year term) and the President. They annually determine how best to spend earnings from Keyes Trust investments in compliance with the instructions of the Trust.
  2025-27 Unger
  2023-25 Merz

- ***Audit and Finance***
  GP 6: This committee consists of three Board members and two Budget Committee members and meets at least twice annually to do the following: 1) review external and internal audit plans and results prior to their submission to the Board as a whole; 2) report to the Board its findings and opinions regarding internal and external audit results; and 3) recommend specific areas of future internal and external audit focus for consideration by the full Board. The President and designated staff serve as ex officio.
  2026-27 Unger (Chair), Krenowicz, Porter, Lanzarotta, Mayer
  2025-26 Unger (Chair), Krenowicz, Porter, Lanzarotta, Mayer
  2024-25 Unger (Chair), Krenowicz, Foote Morgan, Lambert, Harr
  2023-24 Unger (Chair), Krenowicz, Porter, Hurd, Detweiler
  2022-23 Krenowicz (Chair), Clinton, Unger, TBD,TBD
  2021-22 Krenowicz (Chair), Clinton, Unger, TBD,TBD
  2020-21 Krenowicz (Chair), Clinton, Unger, TBD, TBD
  2017-20 Krenowicz (Chair), Abernethy, Skatvold, Kearney, Ertner

- ***Real Estate Committee***
  GP 6: This committee consists of three Board members who review all material real estate plans, purchases, sales, and changes. The committee makes recommendations to the full Board about all material real estate matters. The President and designated staff serve as ex officio.
  2026-27 Krenowicz (Chair), Craska Cooper, Porter, Unger (alternate)
  2025-26 Krenowicz (Chair), Craska Cooper, Porter, Unger (alternate)
  2024-25 Krenowicz (Chair), Craska Cooper, Porter, Unger (alternate)
  2023-24 Krenowicz (Chair), Craska Cooper, Porter, Skatvold (alternate)
  2022-23 Krenowicz (Chair), Clinton, Craska Cooper
  2021-22 Krenowicz (Chair), Clinton, Craska Cooper
  2020-21 Krenowicz (Chair), Clinton, Craska Cooper
  2019-20 Abernethy (Chair), Clinton, Unger
  2018-19 Abernethy (Chair), Mundy, Unger

- ***Student Success***
  GP 6: This committee consists of three Board members who recommend Institutional student success indicators to the full board and monitor longitudinal Institutional student success data. The committee also may monitor and review other institutional

measures of student success and initiatives undertaken to improve student performance. The President and designated staff serve as ex officio*.*

2026-27 Foote Morgan (Chair), Porter, Krenowicz
2025-26 Foote Morgan (Chair), Porter, Krenowicz
2024-25 Krenowicz (Chair), Porter, Foote Morgan
2023-24 Skatvold (Chair), Merz, Foote Morgan
2022-23 Skatvold (Chair), Clinton, Tatom
2021-22 Skatvold (Chair), Clinton, Tatom
2020-21 Skatvold (Chair), Clinton, Tatom
2019-20 Skatvold (Chair), Clinton, Tatom
2018-19 Ricks (Chair), Krenowicz, Skatvold

- ***Policy Review***

  GP 6: This committee consists of three board members who review and recommend revisions to policies of the COCC Board of Directors, including those related to the Governance Process, Board-President Relationship, and Expectations of the President. The president may be invited to attend as an ex officio*.*

  2026-27 Craska Cooper (Chair), Skatvold, Merz
  2025-26 Craska Cooper (Chair), Skatvold, Merz
  2024-25 Craska Cooper (Chair), Skatvold, Unger
  2023-24 Craska Cooper (Chair), Skatvold, Foote Morgan
  2022-23 Tatom (Chair), Craska Cooper, Skatvold
  2021-22 Tatom (Chair), Craska Cooper, Skatvold
  2020-21 Tatom (Chair), Craska Cooper, Skatvold
  2019-20 Krenowicz (Chair), Tatom, Craska Cooper
  2018-19 Abernethy (Chair), Craska Cooper, Skatvold

- ***New Board Member Orientation***

  GP 6: This committee consists of three Board members who create, review, and adjust the plan for orientation of new Board members. The committee will meet at least yearly to review and update the orientation plan. The President and designated staff serve as ex officio*.*

  2026-27 Skatvold (Chair), Porter, Foote Morgan
  2025-26 Skatvold (Chair), Porter, Foote Morgan
  2024-25 Skatvold (Chair), Porter, Foote Morgan
  2023-24 Skatvold (Chair), Porter, Foote Morgan

- ***Advocacy***

  GP 6: This committee consists of three Board members who devise and implement strategies to achieve Board advocacy goals. Additionally, as appropriate, the committee will educate and assist all Board members in effective advocacy strategies for the benefit of the College. The president and designated staff serve as ex officio. While the committee may invite others to its meetings, only the three Board members of the committee will vote.

  2026-27 Foote Morgan (Chair), Merz, Skatvold

2025-26 Foote Morgan (Chair), Merz, Skatvold
2024-25 Foote Morgan (Chair), Merz, Craska Cooper

- ***Investment***
  GP 6: The Investment Committee is established to provide oversight and guidance on the investments of Central Oregon Community College, ensuring prudent management in line with the College's investment policies and objectives. This committee consists of one Board member and two outside experts, who are recommended by the Vice President of Finance and Operations, but subject to the approval of the Board. The committee shall serve as advisory to the Vice President of Finance and Operations as requested in making decisions regarding College investments. The committee may make recommendations to the Board on matters within its purview as requested by the Board or as a majority of the committee may desire. The Board member on this committee shall serve as a liaison to the Board to regularly update the Board on activities or matters of concern addressed by the committee. This committee shall meet at least quarterly to review the College's investment performance, investment strategy, internal controls and such other matters as the committee and/or the Vice President of Finance and Operations may request. Each non-Board member of the committee will serve a two-year term.
  2026-27 Bellman (Chair), Craska Cooper, Reininger
  2025-26 Bellman (Chair), Craska Cooper, Reininger
  2024-25 Bellman (Chair), Craska Cooper, Reininger

All other Board committees will be established on a designated or ad hoc basis, with a specific charge, and timeline for completion.

Consultative Committees

None.

Internal Liaisons (1)

- ***COCC Foundation***
  GP 6: One Board member serves as an ex officio member on the Board of the COCC Foundation, which provides funds for scholarships and capital improvements, cultivates relationships with stakeholders to support COCC and its students, and develops programs that foster COCC student success.
  2026-27 Skatvold
  2025-26 Foote Morgan
  2024-25 Porter
  2023-24 Merz
  2022-23 Krenowicz
  2021-22 Craska Cooper
  2020-21 Craska Cooper
  2019-20 Clinton
  2018-19 Skatvold

2017-18 Skatvold

External Liaisons (3)

- ***Oregon Community College Association (OCCA)***
  GP 6: Along with the President of the College, one Board member serves on the governing Board of the Oregon Community College Association, whose purpose is to support the Colleges before policy-makers and partners whose actions affect the well-being of community colleges across the state. Each college has one vote on the Board.
  2026-27 Merz
  2025-26 Merz
  2024-25 Merz
  2023-24 Unger
  2022-23 Unger
  2021-22 Unger
  2020-21 Unger
  2019-20 Unger
  2018-19 Unger

- ***OSU-Cascades Advisory Board***
  GP 6: One Board member, recommended by the COCC Board of Directors and approved by the OSU President, serves on this Board, which provides an opportunity for alumni, friends and community members to deepen their engagement with OSU-Cascades, and for the President of OSU-Cascades to gain advice and support.
  2026-27 Foote Morgan
  2025-26 Skatvold
  2024-25 Skatvold
  2023-24 Skatvold
  2022-23 Skatvold
  2021-22 Skatvold
  2020-21 Unger
  2019-20 Unger
  2018-19 Unger
  2017-18 Unger

- ***ACCT Voting Delegate*** *(Association of Community Colleges & Trustees)*
  GP 6: One Board member attends the annual ACCT Conference as a voting delegate. If the Board Chair is in attendance, that person will have the College's voting rights.
  2026-27 Porter
  2025-26 Skatvold
  2024-25 Craska Cooper
  2023-24 Craska Cooper
  2022-23 Unger
  2021-22 Unger
  2020-21 Skatvold

2019-20 Craska Cooper
2018-19 Mundy and Krenowicz
2017-18 Krenowicz