



CENTRAL OREGON
community college



POLICIES, REGULATIONS, AND FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges and Universities
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Acronym Glossary

AACRAO: American Association of Collegiate Registrars and Admissions Officers

AAOT: Associate of Arts Oregon Transfer

AAS: Associate of Applied Science

ADA: Americans with Disabilities Act

ADFS: Active Directory Federation Services

AGS: Associate of General Studies

ALEKS: Assessment and Learning in Knowledge Spaces

AP: Advanced Placement

ASCOCC: Associated Students of Central Oregon Community College

ASOT: Associate of Science Oregon Transfer

CAFE: Center for Advancing Faculty Excellence

CAP Services: Career Services, Academic Advising and Placement

CBA: Collective bargaining agreement

CCN: Common Course Numbering

CDR: Cohort Default Rate

CE: Community Education

CLERC: Children's Literature & Equity Resource Center

COCC: Central Oregon Community College

CRM: Customer Relationship Management

CTE: Career and Technical Education

CTM: Core Transfer Map

DAS: Oregon Department of Administrative Services

DE: Designated Evaluator

DEQ: Oregon Department of Environmental Quality

DiSC®: Dominance, Influence, Steadiness, Conscientiousness

DPR: Department and Program Review

DSP: Directed Self Placement

ECMC: Education Credit Management Corporation

ELL: English Language Learning

FAFSA: Free Application for Federal Student Aid

FERPA: Family Educational Rights and Privacy Act

FIAT: Finance Internal Advisory Team

GAAP: Generally Accepted Accounting Principles

GASB: Governmental Accounting Standards Board

GED: General Educational Development

GPM: General Policy and Procedures Manual

HECC: Higher Education Coordinating Commission

HR: Human Resources

IB: International Baccalaureate

IL: Information Literacy

IMLS: Institute of Museum and Library Services

IPEDS: Integrated Postsecondary Data System

ITS: Information Technology Services
MLIS: Master of Library and Information Science
MPR: Office of Marketing and Public Relations
MTM: Major Transfer Map
NACADA: National Academic Advising Association
NWCCU: Northwest Commission on Colleges and Universities
OGEC: Oregon Government Ethics Commission
ORS: Oregon Revised Statutes
ORSAA: Oregon Student Aid Application
OSHA: Occupational Safety and Health Administration
OTC: Online Teaching Certification course
OTM: Oregon Transfer Module
PII: Personally Identifiable Information
PIP: Professional Improvement Plan
PIRT: Professional Improvement Resource Team
POC: Principles of Community
PTO: Pathways to Opportunity
RSI: Regular and Substantive Interaction
SAML: Security Assertion Markup Language
SNAP: Supplemental Nutrition Assistance Program
SSN: Social Security number
STEP: SNAP Training and Employment Program
SLT: Senior Leadership Team
UDL: Universal Design for Learning
WCAG: Web Content Accessibility Guidelines
WIN: Welcome Important New Hire

Mission Fulfillment

Central Oregon Community College (COCC) is committed to fulfilling our mission to empower students and engage communities through high-quality, equitable and accessible lifelong education. This mission was updated in 2023 as part of COCC's 2023-27 Strategic Plan which provides clear direction on how the College takes action towards meeting its [mission, vision, and values](#).

COCC defines “mission fulfillment” as meeting or exceeding the indicators for each goal or having a plan in place to address any areas where the College is not meeting those goals. Assessment of mission fulfillment at COCC entails regular and ongoing examination of the indicators by the Board of Directors, the senior leadership team, and those with primary responsibility for each indicator. The goal indicators are featured publicly on our website and demonstrate the ongoing nature of the College's assessment. The College uses a collaborative and data-informed approach to assessing whether the strategic plan's action projects are having a positive impact, and we measure that impact by monitoring key indicators within five goal areas: student-ready college, access, community engagement, workforce development, and College sustainability. Action projects (13 total) for these five goals are listed and described in more detail on our [Strategic Plan 2023-27](#) web page.

The College's strong mission, vision, values and a clear strategic plan motivate staff, faculty and the Board of Directors to engage in the ongoing work of ensuring student success and the College's continued growth and adaptation to evolving landscapes of higher education regionally and nationally. These foundational elements drive our daily operations and provide a cohesive framework that guides decision-making at all levels of the institution. The Board of Directors, senior leadership, and those directly responsible for implementation remain actively engaged in monitoring progress and identifying opportunities for refinement, demonstrating how COCC translates strategic planning into concrete action.

Eligibility Requirements

The Northwest Commission on Colleges and Universities reaffirmed COCC's accreditation status, following an extensive review that [concluded](#) in June 2020. COCC accreditation runs through Spring 2027. The College continues to meet all eligibility requirements as required by NWCCU.

2.A Governance

2.A.1. Governance Structure

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities.



The [Central Oregon Community College Board of Directors](#) comprises seven members elected from geographic zones within the COCC District for four-year staggered terms with no term limits. The Board operates under an established set of [Board policies and procedures](#), and uses proactive, strategic, and collective governance style that is described in the [Board Policies: Governing Style](#).

Board members may not have employment or contractual relationship with the institution. (See [GP8: Board Members' Code of Conduct](#).) The Board Members' Code of Conduct establishes clear separation of personal interests from governance responsibilities. Board members must demonstrate unconflicted loyalty to COCC stakeholders, superseding any conflicting loyalties to advocacy groups, other boards, or personal interests as consumers of College services. The Code prohibits self-dealing, private business between members and the College, and using Board positions to obtain employment for themselves or associates. Members considered for employment must withdraw from related Board activities.

The [Policy on Board-President Relationship](#) clearly specifies that no individual Board member, officer, or committee has authority over the President. Board members may make no judgments of the president's or staff's performance except insofar as that performance is assessed against explicit Board policies by the official process. Individual members cannot speak for the Board or exercise authority over College operations.

The Board's authority, roles, and responsibilities are clearly defined in board policies governing style, conduct, and operations. The Board operates strategically and collectively, meeting monthly and holding annual planning retreats. It appoints [committees \(President's Evaluation, Audit and Finance, Student Success, Advocacy, etc.\)](#) that gather information and recommend direction but cannot make decisions independently. The Board receives monthly financial reports monitoring fiscal operations and budget performance.

A 14-member [Budget Committee](#)—comprising the seven Board members plus seven community representatives—evaluates and approves the annual budget before Board adoption.

Moving Forward

The Board of Directors engages regularly in review of its policies and practices and is working toward several goals for 2025-26, including ensuring a smooth onboarding process to set the new president up for success, providing ongoing professional development for Board members, developing a community advocacy plan, and regularizing their policy review.

Evidence

Institutional board governance policies and procedures

- [COCC Board of Directors](#)
- [Board governance policies and procedures](#)
- [Board Policies, Governing Style \(GP 2\)](#)
- [Board Policies, Board Members' Code of Conduct \(GP 8\)](#)
- [Board Policies, Board-President Relationship \(BPR 1 through 7\)](#)
- [Board Policies, Board Expectations of the President \(BEP 2 through 5\)](#)
- [Board Committees \(President's Evaluation, Audit and Finance, Student Success, etc.\)](#)

Bylaws and Articles of Incorporation referencing governance structure

As a policy governance board and in line with other Oregon community college policy governance boards, the [COCC Board of Directors' policies](#) cover topics commonly addressed in what other organizations call bylaws.

Board's calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures

- [Policy Review Committee packets](#)

Board onboarding materials

- [New Board Member Orientation Committee Packet - April 14, 2025](#)

Board self-evaluation (copy of tool and dates on which it has been administered in prior years)

- [COCC Board Self-Evaluation](#)

2.A.2. Institutional Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The executive officers at COCC are the president, vice president of academic affairs, vice president of student affairs, vice president of finance and operations, vice president of people and technology, and vice president of college advancement/executive director of the Foundation. The vice-presidents meet weekly with the president to discuss strategic initiatives, budget planning, legislative directives and other shared topics of interest.

The table below identifies the current members of the executive team.

Table 1: Executive Team (2025-26)

Executive Team (2025-26)			
NAME	TITLE	CREDENTIALS	APPOINTMENT DATE
Dr. Greg Pereira	President	Ph.D. (Education) Arizona State University	2025
Dr. Annemarie Hamlin	Vice President Academic Affairs	Ph.D. (English) Claremont Graduate University	2022
Dr. Alicia Moore	Vice President of Student Affairs	Ph.D. (Adult Education - Community College Leadership) Oregon State University	2007
Michael LaLonde	Vice President of Finance and Operations	M.B.A. (Business) Thunderbird, The School of Global Management at ASU	2023
Zak Boone	Vice President of College Advancement and Executive Director of the Foundation	M.A. (Public Administration/Nonprofit Management) Portland State University	2015
Dr. Laura Boehme	Vice President of People and Technology	Ph.D. (Adult Education - Community College Leadership) Oregon State University	2019

Reporting to vice presidents are eight additional deans and 22 department directors, who have authority over the major operational and instructional areas of the College. COCC's [organizational chart](#) indicates how leadership positions are layered. Senior leaders meet regularly with the teams in their area to provide overall direction for the College. The department directors have responsibility for the budget, operations, and effectiveness of their assigned areas.

Moving Forward

In 2025-26, new COCC President Greg Pereira is piloting an expanded senior leadership team. This team meets on a monthly basis, and consists of the president, vice presidents, plus representatives from the faculty and classified staff. This pilot project is charged with ensuring the College's commitment to shared governance and transparent communication through meaningful discussions and decisions on topics such as the annual budget and other pressing issues that either do not have a connection to an existing committee or impact all employee groups. Faculty and classified staff representatives of the expanded senior leadership team pilot are as follows:

Table 2: Expanded Senior Leadership Team (2025-26)

Expanded Senior Leadership Team members (2025-26) All members listed above plus the following			
NAME	TITLE	CREDENTIALS	HIRE DATE
Dr. Amy Harper	Professor of Anthropology, Faculty Senate Chair	Ph.D. (Anthropology) University of Massachusetts Amherst	2002
Jen Chance	Enrollment Specialist Senior, Classified staff representative	B.S. (Elementary Education) Idaho State University	2022

Evidence

Leadership organizational chart

COCC Organizational Chart

Curriculum vitae of executive leadership

- Dr. Greg Pereira, President
- Dr. Annemarie Hamlin, Vice President Academic Affairs
- Dr. Alicia Moore, Vice President of Student Affairs
- Michael LaLonde, Vice President of Finance and Operations
- Zak Boone, Vice President of College Advancement/Director of the Foundation
- Dr. Laura Boehme, Vice President of People and Technology

2.A.3. Chief Executive Officer

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Dr. Greg Pereira is the seventh president in Central Oregon Community College's 75-year history. He reports directly to the COCC Board of Directors under clearly delegated responsibilities, detailed in Board of Directors' policies, [Board-President Relationship policy section](#). As president, Dr. Pereira serves as staff to the Board but not as a member.

Prior to joining COCC in 2025, Dr. Pereira served as vice president for student affairs at Rio Salado College, where he also served as interim vice president for academic affairs, dean of academic affairs and community development, associate dean of instruction and community development, and director of community partnership programs. His work in higher education includes teaching classes in marketing, journalism and college success.

Dr. Pereira received his bachelor of arts in communication studies and a master of arts in organizational leadership from Azusa Pacific University and also holds a doctorate in education from Arizona State University. Awards and recognitions include the Diversity, Equity, Inclusion, & Belonging Award from Rio Salado College (2023), Phi Theta Kappa Distinguished College Administrator (2023) and Innovation of the Year from Maricopa Community College District (2021).

Evidence

Curriculum vitae of President/CEO

- [Dr. Greg Pereira](#)
- [Board-President Relationship Policy](#)

2.A.4. Decision-Making Structures

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

COCC's [committee structure](#) is grounded in three policy governance committees, 16 advisory committees and 10 administrative committees. The policy governance and advisory committees are comprised of representatives from students, faculty, staff, and administrators, with membership adjusted depending on the committee's purpose. Each of the committees serve a unique purpose, with a few examples including:

Academic Affairs (policy committee): The [Academic Affairs Committee](#) is responsible for helping to set academic priorities that shape budget decisions, serving as the primary approving body for academic policies and procedures, and guiding the Curriculum and Learning Outcomes and Assessment sub-committees.

Sustainability Committee (advisory committee): The [Sustainability Committee's](#) responsibility is to advise the College on environmental considerations and operational efficiencies, with the goal of creating a more sustainable college. Additionally, it coordinates faculty training on infusing sustainability standards within curricular offerings.

Art Acquisitions Committee (administrative committee): The [Art Acquisitions Committee](#) is charged coordinating the selection and acquisition of high-quality interior and exterior art for permanent and temporary installations on College grounds and within its buildings.

Such a deep and inclusive structure allows for active feedback and engagement from throughout the college on key decisions.

The College's commitment to shared governance is further illustrated by a standing [shared governance committee](#), a committee whose purpose is to serve as a resource to other committees, including hosting a shared governance workshop for new committee chairs and members each year, updating the [shared governance handbook](#), and facilitating an annual review of the [General Policies and Procedures Manual](#), among other activities. The handbook emphasizes that "shared governance entails full and active participation by faculty, administrators, staff, and students, who share responsibility as equal stakeholders for the mission, vision, goals, academic integrity, and institutional sustainability of the College. This mutual responsibility requires that stakeholders engage in free and open discussion, join in collaborative decision-making, and mutually inform one another of resolutions."

In addition to these formal structures, COCC's President hosts regular all-College "Let's Chat" meetings. These meetings are used to share updates on key initiatives, inviting faculty and staff to ask questions and share feedback not only on these topics, but also during a general question and answer session at the end of each gathering.

Moving Forward

COCC has a proud and robust history of ensuring shared governance through multiple committees and layers of approval. While this approach has been successful in promoting shared governance, there is also an opportunity to streamline processes, reduce redundancies, and expedite decision-making. Over the next 18 months, COCC will begin to take an inventory of all work groups and committees and engage stakeholders directly to identify areas of overlap, as well as opportunities to merge, sunset, or reimagine elements of the current committee structure while maintaining COCC's commitment to shared governance.

Evidence

Institutional governance policies and procedures

- [Board Policies](#)
- [General Policies and Procedures Manual](#)

Decision-making structures and processes publicly available to relevant constituencies

- [Shared Governance Committee](#)
- [Shared Governance Handbook](#)
- [COCC Committee Structure](#)
- [Academic Affairs Committee](#)
- [Sustainability Committee](#)
- [Art Acquisitions Committee](#)

2.B Academic Freedom

2.B.1. Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.



COCC adheres to the principles of academic freedom ensuring the right of all learners and college community members to explore and engage with ideas in a manner consistent with free inquiry and expression. The College has published policies within the [general procedures manual](#), the [faculty bargaining agreement](#) and the [student rights and responsibilities](#) that speak to our commitment to academic freedom.

Article 2.4 of the faculty bargaining agreement protects the right of faculty to pursue truth in their classrooms and research pursuits. This right is central to free expression, intellectual inquiry, and the open exchange of ideas. The College policy on academic freedom provides a more detailed understanding of how COCC defines, protects, and defends this right.

In 2024-25, the College engaged a work group representing faculty, administrators, and classified staff to develop an academic freedom policy, which had previously existed only in the faculty bargaining agreement and in the Student Rights and Responsibilities. The group researched and developed the current statement in alignment with similar

institutions of higher education and the American Association of University Professors. This academic freedom policy was incorporated into the General Procedures Manual through its periodic update process.

The College will take all necessary steps to protect the academic freedom of faculty and the freedom of inquiry and expression of students and staff and safeguard their right to engage in intellectual exploration without fear of retaliation or censorship. It includes the right to “present controversial or unorthodox viewpoints in their teaching and research, fostering an environment where students are encouraged to critically engage with diverse perspectives.” This right also comes with the responsibility—as laid out in the General Policies and Procedures Manual (GPM) and the contract (linked above)—to act ethically; to not infringe on the rights of others; and to not introduce ideas that are not related to the subject matter of the course.

The Student Rights and Responsibilities section of the GPM recognizes that students also have the right to free inquiry and expression in the pursuit of truth. They may express opinions and speak without fear of recrimination. This includes the right to participate in protests or demonstrations that do not disrupt the operations of the College.

Evidence

Academic Freedom policies and procedures

- [Academic Freedom Policy in General Policies and Procedures Manual](#)
- [Academic Freedom statement in the Faculty Bargaining Agreement, Article 2.4](#)

Evidence of students’ academic freedom

- [GPM G-33-3.C: Student Rights and Responsibilities](#)

2.B.2 Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Central Oregon Community College demonstrates its commitment to supporting independent thought in the pursuit and dissemination of knowledge by all students, faculty, and staff through comprehensive policies that protect and promote intellectual freedom throughout its campus community.

The College's [Student Rights and Responsibilities policy](#) explicitly recognizes students' rights to engage in discussion, exchange thought and opinion, and speak, write, or publish freely on any subject in accordance with federal and state constitutional guarantees. Students and community members are free to engage in peaceful protest, demonstration, and picketing that does not disrupt regular college operations, and they have the right to question data or views offered in any course while maintaining responsibility for learning course content and for respecting the rights of others to hold and express differing views. For all community members, the College has established [Designated Public Forum](#) spaces on campus where free speech is protected through content-neutral time, place, and manner regulations. This allows for meaningful discourse while maintaining an orderly educational environment. In addition, the College created and adopted the [Principles of Community](#) as an expression of the College's commitment to foster a climate of mutual respect and caring as well as building community amongst students, faculty, and staff.

The College's approach to academic freedom—as explained under Standard 2.B.1—further reinforces its commitment to supporting independent thought by protecting the intellectual freedom of faculty, staff, and students alike. Faculty members are entitled to freedom in their teaching, research, and scholarly activities, with the right to present controversial or unorthodox viewpoints that foster critical engagement with diverse perspectives. Students have corresponding freedoms to learn, explore, and challenge ideas while building their own opinions, both in the classroom and as members of student organizations. This reciprocal framework of rights and responsibilities creates an institutional culture where all constituencies are intellectually free to test and examine knowledge and theories while respecting others' freedom to do the same.

Finally, the College's [non-discrimination policy](#) is a foundational commitment that ensures all members of the College community can participate freely in the pursuit and dissemination of knowledge without fear of discrimination based on age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran or military status, pregnancy or parenting status, or any other classes protected under federal and state statutes in any education program, activities or employment.

The college community's dedication to personal, professional, and academic excellence—with student success as the highest priority—is achieved through working together to foster a climate where individuals can freely pursue truth and share reasoned conclusions.

Moving Forward

The College regularly reviews and updates its policies through the shared governance process. Policies in the General Policies and Procedures Manual are reviewed by section on schedule established and guided by the Shared Governance Committee. The College will continue to collaborate on the development new policies, establishing work groups of cross-functional teams to research and develop policies.

Evidence

Academic freedom policies, nondiscrimination policies

- [G-28-1 Non-discrimination and Equal Employment/Affirmative Action Statement](#)
- [G-31-9.2.5.1 Designated Public Forum](#)
- [G-33-3 Student Rights and Responsibilities](#)
- [G-34-8 Academic Freedom and Responsibility](#)
- [Principles of Community](#)
- [G-31-9.2.5.1 Designated Public Forum](#)

2.C Policies and Procedures

2.C.1. Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.



COCC participates in the statewide Oregon transfer system, which includes multiple coordinated agreements designed to ensure seamless transfer between Oregon's community colleges and public universities. This system enables students to transition efficiently from COCC to other institutions across the state. Key components include the Oregon Transfer Compass, which offers statewide transfer tools such as the Core Transfer Map (CTM), Common Course Numbering (CCN), and degree pathways including the Major Transfer Maps (MTM), Associate of Arts Oregon Transfer (AAOT), Oregon Transfer Module (OTM), Associate of Science Oregon Transfer (ASOT), and Associate of General Studies (AGS) degrees.

Information about transfer policies and procedures is published on our [Transfer Credits to COCC webpage](#), which provides detailed guidance for students transferring credit from other institutions, earning credit through prior learning assessment, military training, and nationally recognized exams such as Advanced Placement (AP) and International Baccalaureate (IB). The Admissions and Records Office conducts official credit evaluations, and accepted transfer credits are recorded in Banner, COCC's

student information system, and reflected in students' degree audits through DegreeWorks, COCC's degree audit and planning system.

COCC maintains articulation agreements and Major Transfer Maps with Oregon's public universities, including Oregon State University–Cascades, Portland State University, and the University of Oregon, among others. These agreements are reviewed and maintained through collaboration with statewide academic partners and are publicly accessible through [COCC's Articulation and Partnership Agreements web page](#) and the [Higher Education Coordinating Commission Transfer Maps website](#).

Faculty, academic advisors, and staff in CAP Services (Career Services, Academic Advising and Placement) play an active role in supporting transfer students. All degree-seeking students are required to meet with an advisor in their first and second terms and at least once per year afterward. In these meetings, students receive program-specific guidance on how transfer credits are applied toward their COCC degree as well as how to prepare for transfer to another institution. These supports enable students to make informed academic decisions and ensure that credits earned at COCC apply effectively toward their intended degree pathways at four-year institutions.

Moving Forward

Oregon legislation mandates the approval of three Major Transfer Maps each year, along with additional Common Course Numbers (CCNs). These efforts will continue to improve the student transfer experience, with the goal of reducing excess credits upon transfer.

Evidence

Transfer of credit policies and procedure

- [Transfer Credits to COCC](#)
- [Transfer Credit Articulation](#)
- [A-11-0 Course Substitution or Waiver](#)
- [Oregon Statewide Transfer](#)
- [Articulation Agreements](#)

Transfer outcomes data

- [Student Transfer Analysis \(Source: Tableau Dashboard\)](#)
 - Transfer from COCC: From 2016–17 through 2024–25, COCC has served a total of 22,631 students, of whom 6,820 have gone on to transfer.
 - Transfer to COCC: Approximately 905 students transfer into COCC per year.

2.C.2. Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The Office of Student Life maintains and administers the College's policies and procedures regarding students' rights and responsibilities. The full code of [Student Rights and Responsibilities](#)—as well as information about the policies and procedures on academic honesty, student conduct, grievances, and appeals—can be found on the COCC [Student Policies](#) web page.

An abbreviated version of the Student Rights and Responsibilities policy is published in the [General Procedures Manual](#) (S-1-0) and the [COCC catalog](#). The Office of Student Life administers all student conduct cases using the College's judicial hearing process (defined in the Student Rights and Responsibilities policy) and tracks and reports student complaints and concerns using an [online reporting](#) system and tracking tool, Maxient. The Office of Student Life also acts as the student's primary advocate when a student brings an issue or concern against the College or a member of the staff or faculty.

Appeals regarding the student conduct process are outlined within the [General Procedures Manual](#) and each student is given information on how to file an appeal as well as the conditions for doing so as part of their conduct outcome letter. COCC's [Student Concerns](#) process is administered by the Office of Student Life. Students are encouraged to resolve issues informally, if possible, by discussing the concern directly with the appropriate staff member. However, formal concerns may be submitted at any time using our online reporting system (linked above).

The Student Rights and Responsibilities policy also includes a preamble reiterating the College's commitment to nondiscrimination as well as COCC's [Principles of Community](#), a set of six principles designed to promote equity, inclusion, and respect within on campus. These principles guide staff interactions with students and help promote the College's dedication to administering policies in an equitable manner. Additionally, COCC has a clearly defined process for implementing each of the policies mentioned in this standard, with lead staff assigned to each to ensure that the policy is followed and that the College adheres to its own commitment to equitable treatment of all students.

COCC maintains an office of [Student Accessibility Services](#) and abides by all appropriate laws and regulations for students with disabilities. The office's web page includes contact information and a link to grievance procedures. The web page also provides instructions on how to apply for accommodations, submit documentation, prepare for an appointment, examples of accommodations, and more. In addition, each student qualifying for an accommodation receives an orientation on how to manage their accommodations account, including how to notify their instructors of accommodation requests, and when to contact Student Accessibility Services for any questions or concerns.

The Student Accessibility Services Office promotes the Universal Design for Learning (UDL) framework and disseminates proactive ways to remove barriers to learning and to meet the diverse needs of all learners. In addition, the office collaborates with the eLearning and Instructional Technology Services to provide closed captions on essential instructional video materials. The eLearning and Academic Technology Department also trains faculty on designing digitally accessible course materials in Canvas, COCC's learning management system.

Moving Forward

The Office of Student Life will continue to work collaboratively with other departments on campus as new regulations are promulgated that impact policies or procedures based on prior legislation, such as Title IX. Additionally, the office will seek to identify new issues that could impact policies across campus, such as student use of artificial intelligence, to ensure policy enforcement will be clear and consistent.

Evidence

Documentation of student's rights and responsibilities policies and procedures

Academic Honesty

- [G-30-13 Honesty](#)
- [S-1-0 Student Rights and Responsibilities](#)

Conduct

- [COCC Catalog](#)
- [S-1-0 Student Rights and Responsibilities](#)
- [Principles of Community](#)
- [Student Policies](#)

[Incident Report Form](#)

Appeal, grievances

- [S-3-0 Student Concerns](#)

Accommodations for persons with disabilities

- [Student Accessibility Services](#)
- [Accessibility](#)

2.C.3. Admission and Placement

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

COCC's Admissions Policy ([G-30-4](#)) and related procedures outline the College's admission policy and criteria for general admissions. They include provisions for general admission and dual enrollment options for high school students. Admission requirements and program-specific criteria are clearly published on the College's [Admissions webpage](#) and in the [catalog](#), ensuring transparency and accessibility for prospective students.

Placement in math and writing at COCC follows the College's placement and testing processes, which assess prerequisite knowledge and skills to support student success. COCC uses several placement methods, including prior college coursework and Directed Self Placement (DSP), a short survey about students' academic history. DSP will either place students into a math and/or writing course or direct them to take a skills-based assessment— Assessment and Learning in Knowledge Spaces (ALEKS) for math or ACCUPLACER for writing. These processes help ensure students begin at the course level that best matches their preparation and goals.

An applicant becomes a student upon admission to the college. Admitted students are subject to policies on academic standing, continuation, and readmission, as outlined in the Student Rights and Responsibilities ([G-33-3](#) and [S-1-0](#)) and [Academic Policies](#) sections of the catalog which describe termination from educational programs, appeals, and re-admissions policy. Students who do not meet the minimum academic standards described in [G-30-1](#) receive targeted advising support, with clear pathways for appeal and re-entry when applicable.

Moving Forward

The College is continually working to improve how it supports and guides students in selecting the right courses and programs to help them succeed in reaching their goals. Through the Guided Pathways initiative, the College is reexamining how students are onboarded, from application through registration. This includes reimagining advising through a Guided Pathways lens and building a coordinated team to better support students throughout their journey. As the College launches its Guided Pathways model in Fall 2026, it will monitor the success of the updated onboarding and advising practices and adjust accordingly.

Evidence

Policies and procedures for admitting and placing students

- [G-30-4 Admissions](#)
- [G-30-18 Residency](#)
- [A-4-0 Admission](#)
- [Catalog – Admissions](#)
- [Catalog – Registration](#)
- [Catalog – Policies \(Credit for Prior Learning\)](#)
- [Apply Now To COCC](#)
- [Placement](#)

Policies/procedures related to continuation and termination

- [G-30-1 Academic Warning](#)
- [G-33-3 Students Rights and Responsibilities](#)
- [A-1-0 Academic Warning](#)
- [Catalog – Policies \(Academic Warning\)](#)

2.C.4. Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Central Oregon Community College has established policies and procedures to ensure the secure retention, confidentiality, authorized release, and reliable backup and retrievability of student records.

Student records, including transcripts, enrollment data, and financial transactions, are maintained in the College's student information system (currently Banner by Ellucian), which is securely backed up within the Oracle Cloud. Database snapshots are taken every hour and incremental back-ups once per day, including a full database back-up once per week. In addition to these scheduled back-ups, the database is replicated to a secondary disaster recovery site that is also recoverable in case of a natural disaster or other emergency. Records received from external sources, such as transfer transcripts, test scores, and academic policy petitions, are stored on secure local network servers in compliance with [COCC's Technology Resources page \(G-23-2\)](#) and the College maintains a policy on [acceptable use of technology for all employees \(G-22-0\)](#). Retention of records follows the [State of Oregon's archival and retention requirements](#) and American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines to determine our internal records retention schedule.

All COCC employees—including student workers who handle student information—are required to complete Family Educational Rights and Privacy Act (FERPA) training upon hire and annually thereafter. Student information, other than directory information, is not released to third parties except as permitted under FERPA. Students may submit a written request to restrict the release of their information, including directory information. Guidance on FERPA compliance and public disclosure is available on [COCC's FERPA webpage](#) and in the General Procedures Manual ([G-30-9](#)).

Evidence

Policies and procedures regarding secure retention of student records

- [G-23-2 Technology Recourses](#)
- [G-22-0 Acceptable Use of Information Technology Resources](#)
- [Oregon Archives Division](#)
- [Confidentiality and FERPA](#)
- [G-30-9 FERPA, Confidentiality, Privacy, Non-Disclosure](#)

Additional evidence

- [Catalog – College Polices and Notices](#)

2.D Institutional Integrity

2.D.1. Institutional Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.



Central Oregon Community College communicates with its students, faculty, staff, and the public through a variety of channels. Most printed, electronic, and other official College communications are created or reviewed by the Office of Marketing and Public Relations (MPR) staff who monitor for clarity, consistency, accuracy, and alignment with the College's mission. This approach also helps ensure alignment with the College's branding, social media, and writing style guides.

The College's website is its primary means of communicating information. While individual departments have responsibility for their department-level pages, MPR has responsibility for the homepage content and navigation, ensuring a user-friendly approach to finding key information.

The website also includes the College's [online catalog](#). The catalog is produced annually through the Assessment and Curriculum Office, a process closely coordinated with instructional administration, Dean of Enrollment Management/Registrar, Curriculum Committee, and MPR. The primary focus of the catalog is to convey accurate credit program information, including a program overview, program certificates and degrees (and associated requirements), and program courses. Students also learn about

academic program requirements through mandatory academic advising, required prior to their first and second terms and at least once per year thereafter. Additionally, students can map out a multi-year planning using an online course planning tool (DegreeWorks Plans) and track their progress via an online degree audit system (GradTracks). These tools are available to students on the [Student Login page](#).

Students receive enrollment and student support through the [new student onboarding process](#), which includes a letter of admission, student account activation, Bobcat Welcome (short, interactive, online welcome that introduces students to their enrollment steps and key support services), Bobcat Advising and Registration days, and Bobcat Orientation (new student orientation designed to help students identify academic success strategies, help ensure understanding of COCC technology tools, and build connections to their peers).

Other means by which COCC communicates information to students include a monthly e-newsletter, occasional email blasts for key information (e.g., enrollment deadlines, annual Student-Right-to-Know/consumer notification information, responses to local emergencies and related topics), social media, and an emergency notification system used in the event of emergencies and inclement weather.

COCC regularly communicates with the Central Oregon community not only via its website and social media, but also through the [COCC Magazine](#). The COCC Magazine is a print publication sent to all mailing addresses in the COCC District once per year. An online “flipbook” version is also available (at the link above).

In addition to its website, social media, emergency notification system and the COCC Magazine, COCC also hosts a variety of email folders accessible by all employees. The two primary folders are Headlines (for use by the President, Vice Presidents and chairs of policy governance committees to post “headline-worthy” announcements and committee agendas and minutes) and Bobcat Community (for use by any employee to post about college happenings, activities, and events).

All communications, whether to students, the community or employees, undergo regular and on-going review processes. MPR regularly reviews website content, providing departments with the trainings needed to update information on an as-needed basis. MPR also reviews routine communications and materials annually, in partnership with key departments; e.g., prospective student materials are reviewed with the Office of Admissions and Records. The college catalog is closely connected to the curriculum approval process, which ensures oversight and accuracy of updated information each year. COCC uses CourseLeaf curriculum management and catalog software modules to store, edit, and publish credit course and program information. This allows the College to maintain consistency among the catalog, schedule of classes, student information system, degree audit system, schedule planning tool and the state database system. Any revisions are effective in the academic year beginning in Fall term, but the catalog is produced and published online in May to ensure that students registering for Fall term have accurate information.

Moving Forward

COCC deploys a decentralized approach to updating its web content, meaning that each department is responsible for ensuring accuracy of its information. That said, MPR plans to work on a website redesign in the coming one to three years. As part of that effort, all departments – academic, student support and others – will partner with MPR to update web content, ensuring a consistent end user experience.

Evidence

Description of procedures or process for reviewing published materials for academic programs

COCC annual curriculum cycle starts with preliminary new program proposals due in two phases—first February, then April—presenting faculty with an opportunity to propose new academic programs. Significant changes to existing programs and courses, as well as finalized new program proposals, are due in early October. Proposals are reviewed by various units and individuals in a sequential workflow specific to the proposal; these units and individuals include the Assessment and Curriculum Office, Admissions and Records, instructional deans, program chairs, the Curriculum Committee, the Vice President of Academic Affairs, and the College’s Board of Directors. Upon final approval, the College reports updated information regarding its curriculum to the state Higher Education Coordinating Commission (HECC) for approval and for their records. Proposals for minor revisions to existing programs and courses are due by the first week of December and follow a similar but truncated vetting and approval process. Approved changes take effect the following academic year.

Catalog editing takes place between December and mid-March each year and includes any approved updates to courses, programs or degrees. The catalog is finalized in April and published in early May, providing students accurate and up-to-date information for course and program planning. To ensure accuracy of information, course and program requirements are pulled from CourseLeaf, COCC’s curriculum software.

All certificate and degree requirements are updated in DegreeWorks (online certificate and degree audit tool) and DegreeWorks Plans (online multi-year course planning tool) each summer; these updates are based on changes approved through the curriculum process. Students and their advisors have access to these systems via the Student or Employee Login webpages, providing up-to-date and easily accessible information on program requirements.

Links to program information that demonstrate clear information about time to completion for programs

COCC’s academic program degree requirements are listed in the COCC catalog. This information includes degree requirements and a sample plan for full-time students, providing students with a term-by-term outline of courses and illustrating time to completion. Examples from across COCC certificates and degree types include:

- [Behavioral Health and Early Learning – Career Foundations Certificate](#)
- [Business – Associate of Science Transfer](#)
- [Exercise Science/Kinesiology - AAOT](#)
- [Forestry – Associate of Science](#)
- [Massage Therapy – Two-Year Certificate of Completion](#)
- [Medical Assistant – Career Pathway Certificate of Completion](#)
- [STEM in Early Learning – One-Year Certificate of Completion](#)
- [Veterinary Technician – Associate of Applied Science](#)

Description of procedures or process for reviewing published materials about services available to students

Information about COCC services is listed in the College catalog. Editing of catalog content is coordinated primarily by the Assessment and Curriculum Office, although COCC’s Office of Admissions and Records assists in updating academic policies and works with various student support services on department-specific content. The catalog is finalized in April and published in early May, providing timely information for students registering for the upcoming fall term.

Description or evidence of recruiting practices that ensures accurate information is provided to prospective students

COCC’s Admissions Advisors and Enrollment Specialist staff participate in an onboarding experience in which they receive up-to-date information on COCC programs and services and other information helpful to prospective students. This training is supplemented by information available on the College’s website, in the [COCC catalog](#) and the [new student onboarding process](#).

Staff maintain current knowledge beyond onboarding by regularly reviewing updates shared through the college-wide email group and referencing and contributing to department digital documentation maintained as a live resource. This ongoing communication and shared responsibility support accurate and consistent information delivery.

COCC reinforces this approach by directing students to the College’s website through all recruitment communications. The website is updated regularly and serves as the primary source for the most current and reliable information available. In addition, COCC’s primary recruitment materials are reviewed and updated annually to ensure accuracy, including information related to tuition costs, meal plan options, and other key details. QR codes are utilized on printed materials when necessary to direct prospective students to the COCC website. This ensures students are consistently guided to the most current and accurate information while allowing printed materials to remain relevant over time.

2.D.2. Ethics and Complaints

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

COCC's ethical standards are grounded in the College's [values](#) and [Principles of Community](#) (POC). The values are included on the College's [strategic plan website](#) and displayed on posters throughout all four campuses. The Office of Equity and Well-Being website and the [institutional syllabus](#) used in all credit classes include the POC. (These pages are currently being redesigned and may be assigned a new web address after this report is submitted; therefore, if the links are no longer valid, please use the [search feature on COCC's website](#) to navigate to these pages.)

In addition to these guiding principles, COCC maintains high ethical standards through its policies, procedures, and employee trainings, summarized below.

Trainings

- New Employees: Discrimination Awareness in the Workplace, [Title IX/Sexual Misconduct, Workplace Fairness Policy](#) (upon hire)
- Current Employees: [Title IX/Sexual Misconduct, FERPA](#) (annually)
- New Supervisors: [Principles of Community, G-32-0 Workplace Fairness Policy, G-28-1 Nondiscrimination and Equal Employment/Affirmative Action Policy, HR-18-0 Employee Concerns](#) (upon hire)
- Current Supervisors: Year-round trainings on new or revised policies, regulatory changes and compliance topics
- Director-level staff and above (budget and procurement responsibilities and/or regularly engage in public meetings): [State of Oregon Ethics Training](#) (every three to four years)

Policies and Procedures

- [G-28-1 Nondiscrimination and Equal Employment/Affirmative Action Policy and Nondiscrimination and Sexual Harassment Procedures](#) (internal and external reports)
- [G-28-2 Sexual Misconduct policy and Nondiscrimination and Sexual Harassment Procedures](#) (internal and external reports)
- [G-28-3 Title IX policy and Nondiscrimination and Sexual Harassment Procedures](#) (internal and external reports)
- [G-34.3.1.2 Description of rank and criteria for promotion](#) (faculty expected to act professionally and ethically)
- [B-1-0: Fiscal Complaints/Concerns](#) (accounting, internal controls and audits; applies to internal and external audiences)
- [G-30-9: FERPA, Confidentiality, Privacy, Non-Disclosure](#) (also included in multiple pages across COCC's website, a few of which include [Admissions & Records](#), [Student Policies](#), [institutional syllabus](#), [Consumer Information General Student Disclosure](#))
- [HR-18-0 Employee Concerns](#)
- [S-3-0 Student Concerns](#)
- [Academic Policy Petition](#)
- Other employee policies and processes can be found in the [relevant employee collective bargaining agreements \(CBA\) or handbooks](#).

Addressing Concerns/Grievances

Generally, the Vice President of People and Technology or Director of Human Resources manages any employee-related concerns (general concerns, nondiscrimination, Title IX or sexual misconduct), while the Vice President of Student Affairs or Dean of Student Engagement manages parallel student concerns. All staff managing these processes participate in regular trainings to stay abreast of regulatory changes and best practices. In all instances, staff attempt to address all issues in a fair and expedient manner, deploying a [trauma-informed, anti-oppression, culturally responsive and gender-inclusive approach \(G-28-0.2\)](#).

Together, these policies, procedures and trainings ensure that COCC provides a healthy and respectful – and ultimately, ethical – environment in which to learn and work.

Moving Forward

COCC updated all of its nondiscrimination, sexual misconduct, Title IX policies and procedures in fall 2025, with changes approved by the College Affairs Committee. Additionally, any changes to other student-related policies and procedures are currently under review, with tentative approval by end of winter or early spring 2026. Other policies and procedures in this section are on a regular review schedule maintained by COCC's Shared Governance Committee.

Evidence

Policies and procedures for reviewing internal complaints

- Student academic-related grievances
 - [Academic Policy Petition](#)
 - [A-20-1 Grade Appeal Procedure](#)
 - [S-3-0 Student Concerns](#)
- Discrimination and Title IX (internal and external complaints)
 - [G-28-0 Nondiscrimination, Sexual Misconduct and Title IX Introduction](#)
 - [G-28-1 Nondiscrimination and Equal Employment/Affirmative Action Policy](#)
 - [G-32-0 Workplace Fairness Policy](#)
 - [G-28-2: Sexual Misconduct](#)
 - [G-28-3: Title IX](#)
 - [Training summary, Title IX](#)
- Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint.
 - Information regarding how students may file a complaint with its accreditor, state approval or licensing entity is provided to students via an Annual Consumer Notification (email). This email links to the [Consumer Information- General Student Disclosure](#) webpage and in particular, [student complaint contact information](#).
- Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints
 - [Online reporting](#)
 - COCC maintains all formal student concerns and student conduct, sexual misconduct and Title IX reports via Maxient, an online database designed for tracking, responding to and collecting supporting materials for these instances. Maxient reports are not purged and therefore, information is kept in perpetuity.

Policies and procedures for reviewing external complaints and grievances

External complaints and procedures follow the same process as noted above for internal complaints and grievances.

Additional Evidence

- [COCC Values](#)
- [Principles of Community](#)
- [Strategic Plan](#)
- [Institutional Syllabus](#)
- [State of Oregon Ethics Training](#)
- [Confidentiality and FERPA](#)
- [Student Policies](#)
- [Consumer Information General Student Disclosure](#)
- [ER-18-0 Employee Concerns](#)
- [S-3-0 Student Concerns](#)
- [Academic Policy Petition](#)
- [Collective Bargaining Agreements and Manuals](#)

2.D.3. Conflicts of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The College has clearly defined policies that prohibit conflicts of interest. The [Board Member's Code of Conduct policy](#) (GP 8) and [Investment Policy](#) (BEP 5) provides clear guidance for Board member actions and responsibilities related to avoiding conflicts of interest, fiduciary or otherwise. The [Conflict of Interest Policy](#) (G-32-9.2) in the General Policy Manual identifies guidelines for all College employees to follow in order to avoid conflicts of interest. The General Policy Manual also provides restrictions to minimize a conflict of interest risk related to the hiring of a prior College auditor into a senior financial position at the College (see G-31-3.2 [College Auditors – Conflict of Interest](#)).

In addition, the state of Oregon has established conflict of interest regulations in the Oregon Revised Statutes ([ORS 244.120](#)) and charged the [Oregon Government Ethics Commission](#) (OGEC) with enforcing government ethics laws. All director-level and above positions (those with budget or purchasing responsibility) participate in an OGEC training approximately every three to four years.

Evidence

Policies and procedures prohibiting conflict of interests among employees and board members

- GP 8: [Board Members' Code of Conduct](#)
- BEP 5: [Investment Policy](#)
- G-32-9.2 [Conflict of Interest](#)
- G-31-3.2 [College Auditors – Conflict of Interest](#)
- [ORS 244.120 Methods of handling conflicts](#)
- [Oregon Government Ethics Commission](#)

2.E Financial Resources

2.E.1. Audits and Reporting

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.



Central Oregon Community College (COCC) follows an accounting and financial management model fully aligned with [Oregon Revised Statutes \(ORS\)](#), [Oregon Budget Law](#), [the Higher Education Coordinating Commission \(HECC\) requirements](#), and [generally accepted accounting principles \(GAAP\)](#). The College's financial operations adhere to statewide community college accounting standards and reporting frameworks used across Oregon's 17 community colleges.

COCC's financial practices, including budgeting, accounting, reporting, and internal controls, are guided by [Board-adopted policies \(BEP 2-9\)](#) and the College's [general business policies \(G-31-0\)](#). The Finance and Operations division ensures compliance with [the Oregon Department of Revenue's The Local Budgeting Manual](#), [Oregon Department of Revenue Local Budgeting in Oregon](#), federal grant requirements, [Governmental Accounting Standards Board \(GASB\)](#) pronouncements, and sound public stewardship practices.

The College undergoes an annual [independent financial audit](#) performed by an external auditing firm contracted through a competitive selection process. The auditor evaluates

the accuracy and reliability of COCC’s financial statements, examines internal control systems, and tests compliance with federal, state, and local requirements. COCC has a long history of receiving unmodified (clean) audit opinions, reflecting the integrity of the College’s financial management and reporting.

COCC systematically reviews internal controls, financial procedures, and compliance activities throughout the year. The Finance Office conducts ongoing analysis of financial transactions, account reconciliations, and grant management processes to ensure consistency with board policies, federal regulations, and state requirements. Updates to financial systems and processes—including recent improvements to reporting tools, chart-of-accounts management, and system integrations—are evaluated for accuracy and control reliability.

The COCC Board of Directors receives monthly [financial reports](#) summarizing cash on hand, general and non-general fund revenues, expenditures, and fund balance. These monthly updates support informed oversight and allow the Board to assess fiscal performance relative to the approved budget. At year-end, the Board receives the final operating margin, audited financial statements, and the auditor’s report, ensuring transparent and comprehensive fiscal accountability.

COCC also fulfills all required state and federal reporting obligations. The College submits financial, enrollment, and institutional data to the Integrated Postsecondary Education Data System (IPEDS) on an annual cycle. Required financial data is prepared and submitted to federal agencies in support of grant compliance; to the Higher Education Coordinating Commission for aggregated statewide community college reporting; and to other regulatory bodies as needed.

Through adherence to state law, strong internal controls, independent auditing, and transparent Board oversight, Central Oregon Community College demonstrates a consistent commitment to fiscal accountability, accurate reporting, and responsible stewardship of public resources.

Moving Forward

COCC has recently hired a Finance/Operations Project manager to assist with change management, financial analysis and improving the College's internal controls. This individual will work with the current accounting and finance staff as well as departments throughout the College to enhance our reporting process and ensure college resources are used to maximize student outcomes.

Evidence

Policies and procedures that articulate the oversight and management of financial resources

- [BEP 2 – Board Expectations of the President – Budgeting](#)
- [BEP 3 – Board Expectations of the President – Financial Condition](#)
- [BEP 4 – Board Expectations of the President – Asset Protection](#)
- [BEP 5 - Board Expectations of the President - Investment Policy](#)
- [BEP 8 – Board Expectations of the President – Debt Level and Management](#)
- [BEP 9 – Board Expectations of the President – General Fund Reserve Policy](#)
- [COCC Budget Documents](#)
- [G-31-8 - General Business Policies - Fiscal Services](#)
- [GP 6 – COCC Committee Structure](#)
- [GP 7 - COCC Board Policy Annual Planning](#)
- [GP 12 - COCC Board Policy Budget Committee - GP12](#)
- [The Local Budgeting Manual, Oregon Department of Revenue](#)
- [Local Budgeting in Oregon, Oregon Department of Revenue](#)
- [Oregon Local Budget Law](#)
- [Oregon Revised Statutes Chapter 341 – Community Colleges](#)
- [Monthly Budget Status Report \(sample\)](#)

Latest external financial audit including management letter

- [COCC Audited Financial Statements](#)
- [Management Letter from External Auditors](#)

2.E.2. Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Central Oregon Community College (COCC) Board of Directors delegates responsibility for financial operations to the President through [Board-adopted policies](#) (BEP 2-9) governing executive authority and fiscal management. The Board retains oversight through regular review of [budgets](#), [financial reports](#), and long-term financial planning.

COCC's budget development and financial planning processes reflect the College's commitment to shared governance and broad-based participation. Advisory input on financial priorities is provided through the [Finance Internal Advisory Team](#) (FIAT), which includes representation from faculty, classified staff, exempt staff, and administration. The Senior Leadership Team (SLT) and the Budget Committee review [budget assumptions](#), funding requests, enrollment projections, and institutional priorities and provides recommendations to the Board of Directors.

The executive team integrates advisory input and develops budget recommendations aligned with the College's mission, strategic plan, and operational needs. Budget priorities and decisions are communicated to the campus through open forums and budget updates to ensure transparency and shared understanding. The College also allocates \$100,000 annually towards strategic plan action project work. Action Project team chairs apply for funds, with review and approval by the Strategic Plan Implementation Team and Senior Leadership Team. Examples of items approved include the Program Demand Gap Analysis (Workforce Infrastructure Action Project), Ponderosa Project (President's Climate Leadership Commitment Action Project), and Candidate Travel Increase (Culturally Responsible Hiring Practices), just to name a few. The College's budget process allocates additional funds for strategic plan priorities that exceed this amount (e.g., Manufacturing Revitalization).

Financial projections are based on conservative assumptions related to enrollment trends, state appropriations, property tax revenues, and other revenue sources, and are reviewed regularly. The Finance Office monitors external factors such as demographic trends, inflationary pressures, deferred maintenance needs, and state budget forecasts and incorporates these factors into [long-range financial planning](#).

As directed by the Board of Directors, COCC maintains an operating reserve consistent with [Board policy](#) (BEP 9) and best practices for public higher education institutions. These reserves support financial stability and enable the College to respond effectively to unanticipated financial challenges while sustaining core operations and student learning.

Moving Forward

The Vice President of Finance and Operations compares the projected General Fund Revenue and Expenses to the actual results on a continual basis throughout the year and monitors enrollment, state and federal funding, property tax revenue and expense utilization. Through this process the long-range financial plan is regularly updated and improvements to those forecasts are made.

Evidence

Policies and procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds

- [BEP 2 – Board Expectations of the President - Budgeting](#)
- [BEP 3 – Board Expectations of the President – Financial Condition](#)
- [BEP 4 – Board Expectations of the President – Asset Protection](#)
- [BEP 5 - Board Expectations of the President - Investment Policy](#)
- [BEP 8 – Board Expectations of the President – Debt Level and Management](#)
- [BEP 9 – Board Expectations of the President – General Fund Reserve Policy](#)
- [COCC Audited Financial Statements](#)
- [COCC Budget Documents](#)
- [G-31-8 - General Business Policies - Fiscal Services](#)
- [GP 6 – COCC Committee Structure](#)
- [GP 7 - COCC Board Policy Annual Planning](#)
- [GP 12 - COCC Board Policy Budget Committee](#)
- [G-31-6 COCC General Policy - Fundraising](#)
- [The Local Budgeting Manual, Oregon Department of Revenue](#)
- [Local Budgeting in Oregon, Oregon Department of Revenue](#)
- [Oregon Local Budget Law](#)
- [Oregon Revised Statutes Chapter 341 – Community Colleges](#)
- [Management Letter from External Auditors](#)
- [Resolution for transfers and borrowing between funds](#)

Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders

- [Sample Budget Committee Minutes](#)
- [Sample Audit and Finance Committee Minutes](#)
- [Sample Investment Committee Minutes](#)
- [Sample Investment Committee Packet](#)

2.E.3. Financial Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Central Oregon Community College (COCC) operates in compliance with [Oregon Revised Statutes](#), [Oregon Budget Law](#), and the financial reporting required by [Oregon Revised Statutes](#). The College's accounting, budgeting, and financial reporting practices follow [generally accepted accounting principles \(GAAP\)](#) and statewide community college accounting standards.

The COCC Board of Directors delegates authority for financial operations to the President through Board-adopted fiscal management policies ([BEP 2-5, 8, 9; GP 7](#)). Financial planning and budget development are supported by [Local Budgeting in Oregon, The Local Budgeting Manual](#), and related policies and procedures are documented in the evidence supporting this standard.

COCC maintains transparency in resource management. The Chief Financial Officer provides monthly financial reports to the Board of Directors (see [Board meeting packets](#)), and executive leadership regularly reviews budget priorities, forecasts, and [long-range financial plans](#). [Audited financial statements](#) are publicly available on the College's website. The President and VPFO also regularly share budget updates at the president's all-college meetings, "Let's Chat," opening the meeting up for any questions employees may have.

In developing the [annual budget](#), the College considers operational sustainability, reserve adequacy, debt service and contractual obligations, capital asset preservation, deferred maintenance needs, and financial flexibility for contingencies and strategic opportunities.

Internal controls are maintained in accordance with Oregon public sector accounting and audit standards. The Finance Office monitors compliance and provides [guidance, training, and financial resources](#) to employees, supporting consistent application of accounting procedures and sound fiscal stewardship.

Moving Forward

The College has added an additional budget review meeting that will be scheduled each November to review the actual versus budgeted spending and to review projected revenue at the time of the budget approval process with the current outlook. In addition, the Senior Leadership Team will do a deep budget review in January and July of each year to improve the budget management process.

Evidence

Description of internal financial controls

- [Budget and Audit Information](#)
- [Budgeting Resources](#)
- [Fiscal Training Tools](#)
- [General Accounting Procedures and Forms](#)
- [Spending Guideline and Policies](#)
- [G-31-8 - General Business Policies - Fiscal Services](#)

Board approved financial policies, state financial policies, or system financial policies

- [BEP 2 – Board Expectations of the President - Budgeting](#)
- [BEP 3 – Board Expectations of the President – Financial Condition](#)
- [BEP 4 – Board Expectations of the President – Asset Protection](#)
- [BEP 5 - Board Expectations of the President - Investment Policy](#)
- [BEP 8 – Board Expectations of the President – Debt Level and Management](#)
- [BEP 9 – Board Expectations of the President – General Fund Reserve Policy](#)
- [GP 7 - COCC Board Policy Annual Planning](#)
- [GP 12 - COCC Board Policy Budget Committee - GP12](#)
- [The Local Budgeting Manual, Oregon Department of Revenue](#)
- [Local Budgeting in Oregon, Oregon Department of Revenue](#)
- [Oregon Local Budget Law](#)
- [Oregon Revised Statutes Chapter 341 – Community Colleges](#)

Other evidence: Sample presentations, minutes, trainings

- [Budget Committee presentation April, 2025](#)
- [Budget Committee minutes April 2025 and presentation May 2025](#)
- [Budget Committee minutes May 2025](#)
- **Budget Manager Trainings**
 - [November 18, 2024](#)
 - [December 15, 2025](#)
 - [March 6, 2025](#)
 - [June 18, 2025](#)
 - [September 15, 2025](#)
- [Admin Assistant Training November, 2025](#)

2.F Human Resources

2.F.1. Conditions of Employment

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.



Conditions of Employment, Work Assignments, Rights, and Responsibilities

All Central Oregon Community College (COCC) [job postings](#) include the conditions of employment for each position. Upon hire, exempt administrators and full-time faculty receive a welcome/offer letter and appointment document outlining their title, salary, probation terms, benefits eligibility, and any applicable negotiated provisions. Non-exempt classified employees receive a welcome/offer letter. All employees receive a position description detailing terms of employment, primary purpose, essential responsibilities, qualifications, ergonomic requirements, and COCC's equal employment opportunity statement. All employment documents are signed and filed in the employee's personnel file.

COCC's human resources policies and procedures are publicly accessible through the [General Policy and Procedure Manual \(GPM\)](#). Each new employee is emailed the link to an online mandatory orientation checklist on their first day of employment designed to introduce the College's mission and employee rights and responsibilities. This checklist includes acknowledgment of information about different types of leaves, review of safety, security, and job injury protocols; and awareness of complaint and concern procedures. Employees have 30 days to complete the checklist. Human Resources tracks and manages completion of all checklists.

Additionally, Human Resources (HR) forwards the names of newly hired represented employees to the presidents of their respective unions or associations to ensure they receive introductions and training on their collective bargaining agreements and understand their rights as represented employees.

New classified and administrative employees are encouraged to attend the monthly Welcome Important New Hire (WIN) orientation, which covers payroll, benefits, professional development, and other key processes. Faculty participate in separate orientations—one each fall for full-time faculty and one each term for new part-time faculty. New full-time faculty are encouraged to attend monthly new faculty orientation meetings throughout their first year to provide just-in-time information for processes and procedures they will encounter throughout the year (such as professional development plan writing, annual reporting), as well as learning management system best practices, assessment strategies, and pedagogical innovation. HR also provides ongoing in-person and on-demand supervisor training focused on performance management, recruitment and hiring, and leave administration. All new or current employees who are hired to supervise other employees are provided one-on-one training sessions with HR and Payroll.

Criteria and Procedures for Evaluation, Retention, Promotion, and Termination

Human Resources offers annual training sessions for supervisors and employees to support consistent and transparent evaluation processes:

- Winter: Evaluation training for supervisors and classified employees
- Spring: Evaluation training for supervisors and administrators

HR also maintains an [evaluation webpage](#) with guidance and templates. Faculty evaluation, tenure, and promotion procedures are outlined in both the [Faculty Collective Bargaining Agreement](#) and the [GPM](#).

All job openings are publicly posted and shared through COCC's internal email communication system to ensure equitable access to advancement opportunities. Classified employees who meet minimum qualifications for another classified position are guaranteed an interview.

Progressive discipline and termination procedures are detailed in both the collective bargaining agreements and the [GPM](#), available on the College's public website.

Moving Forward

COCC leadership has recently revised the new hire orientation to clarify that in-person attendance for new employees is mandatory to ensure consistent onboarding and communication of employee rights and responsibilities. Human Resources will track participation, collect feedback from new employees to evaluate the orientation's effectiveness, and revise orientation content on a regular basis. In addition, HR will evaluate current employee engagement practices and create new ones as necessary in order to improve retention of benefited employees. In addition, a workgroup with representation from Human Resources, Instruction, and eLearning is currently evaluating and improving the onboarding process for new part-time instructors, an overlooked employee group. The workgroup aims to ensure they are warmly welcomed to the COCC community and prepared to teach with timely access to the tools they need.

Evidence

Human resource policies and procedures

- Human Resources section of the [General Policy Manual](#) and of the [General Procedures Manual](#)
- [Human Resources Policies, Procedures, and Compliance](#)

Policies and procedures related to teaching, scholarship, service, and artistic creation

- [G-34-4 General Responsibilities of All Instructors](#)
- [G-34-4.1 Full time faculty responsibilities](#)
- [G-34-4.2 Full time tenure track faculty additional responsibilities](#)
- [Faculty Forum Collective Bargaining Agreement \(Article 16 Intellectual Property\)](#)
- [G-34-3.1.3 Definition of Criteria for Promotion \(including service\)](#)

Policies and procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination

- **Position Description Templates**
 - [Full-time Tenure Track Faculty](#)
 - [Classified](#)
 - [Administrator](#)
- **Templates**
 - [Welcome/Offer Letter](#)
 - [Full-time Faculty Appointment](#)
 - [Administrator Appointment](#)
- **[Collective Bargaining Agreements](#)**
 - COCC Faculty Forum (2023-2026)
 - Articles 2.4 (Academic Freedom), 5 (Grievance), 6 (Appointments), 10 (Discipline and Dismissal), 12 (Evaluation and Personnel Files), 13 (Promotions), 16 (Intellectual Property)
 - COCC Classified Association (2022-2025)
 - Articles 3 (Association Rights), 5 (Grievance), 7 (Hours of Work), 8 (Overtime), 9 (Probation), 10 (Part-time Employees), 22 (Working Conditions), 25 (Discipline and Discharge), 26 (Personnel Files)
 - [Administrator and Confidential Handbook](#)
 - Sections 5 (Concerns Procedure), 6–8 (Employee Definitions and Appointments), 11–12 (Working Hours and Schedule Changes), 14–15 (Personnel Files and Evaluations), 19 (Ending Employment)
- **Evaluation**
 - [G-32-11 Evaluation policy](#)
 - [Evaluation procedures](#)

2.F.2. Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Central Oregon Community College (COCC) provides offers a robust set of professional learning opportunities designed to foster growth at every stage of an employee's career. Institution-wide training initiatives are offered via HR, Academic Affairs, Student Affairs, Community Education and COCC's Center for Business. Human Resources also provides tailored individual and group coaching. COCC invests in employee development by allocating funding from multiple sources to support ongoing professional and career advancement for all benefitted staff and faculty.

COCC Professional Development Procedures

All COCC employees are offered opportunities for professional development. All benefitted classified, faculty, confidential, and administrative (exempt) staff have access to a tuition waiver for credit and non-credit classes. These employees have access to live credit and non-credit classes as well as the complete [Ed2Go and MindEdge](#) catalog of courses covering topics from project management and data analytics to leadership.

Classified and administrative employees each have designated professional development funds for their employee groups. The classified professional development funds are addressed in the classified [collective bargaining agreement](#). Classified professional improvement funds are administered by the Classified Association of COCC bargaining unit executive committee.

Administrative and confidential employee funds are specified in the [Administrative and Confidential handbook](#) and are available to encourage employees to participate in ongoing opportunities to grow and learn in a professional capacity.

Additionally, College departments and units have professional development funds included their department budgets for development directly related to an employee's job responsibilities. All professional development funds provided support an employee furthering their educational degree goals and/or seeking opportunities to achieve enhanced learning, knowledge and goal attainment related to their professional career.

Faculty professional improvement is defined by [COCC policy](#) as "activities designed to improve faculty members' effectiveness in their College assignments and in their professions" (G-34-3.1.3). COCC probationary and tenured faculty have specific professional improvement responsibilities specified in their [collective bargaining agreement](#). Faculty must submit a professional improvement plan (PIP) on a specified timeline and allocated funds to support activities related to their PIP. In addition to PIP funds, there are additional funds for eligible faculty through department budgets. Funds are replenished each year as per guidelines in the collective bargaining agreement. Faculty are supported in their ongoing professional improvement by the Professional

Improvement Resource Team (PIRT). This advisory committee provides assistance to faculty to ensure their success in writing and completing their PIP. Temporary and part-time faculty also have access to professional improvement funds through a similar but abbreviated process.

[COCC's Center for Advancing Faculty Excellence \(CAFE\)](#) provides a physical space, ongoing training, resources, and support from a COCC dean and a CAFE faculty lead. [\(See sample trainings offered in February.\)](#) CAFE's mission is to empower faculty by fostering a culture of excellence in teaching and learning through collaboration, reflection, and continuous improvement.

COCC has provided DiSC[®] assessments and training to all new and interested employees since 2021. This ongoing initiative is supported by an institutional development fund and a trained HR staff member who provides follow-up sessions for individuals and teams so that employees can improve self-awareness and communication with colleagues.

Since 2023, Academic Affairs and HR have partnered to provide a year-long Faculty Leadership cohort training program designed to support sustained faculty professional growth. The program is facilitated by a COCC Human Resources learning & development professional and engages participants in theoretical frameworks, applied leadership practices, and integrates community college specific scenarios, case studies, policies, and procedures.

COCC's eLearning department provides an [Online Teaching Certification course \(OTC\)](#) with new sections available every term. This course is required for every faculty member teaching any 100% online course at COCC. The [Office of Equity and Well-Being](#) at COCC provides ongoing equity workshops open to all employees and students ranging from Ableism 101 to Safe Zone training.

Human Resources provides ongoing, in-person, and on-demand training for supervisors on topics such as performance management, recruitment and hiring, leave administration, and leadership. All new and current employees who assume supervisory responsibilities receive individualized, one-on-one training sessions with HR and Payroll. COCC's Information Technology Services and eLearning departments support multiple professional development [software applications](#) including multiple learning management systems and professional eLearning development tools within the COCC intranet.

Moving Forward

In response to results from the [Great Colleges to Work For \(GCTWF\) survey](#) conducted in 2021 and again in 2024, the College included in its current Strategic Plan an action team around [employee awards, recognitions, celebrations and professional development](#). The action team is charged with developing plans for these areas, as well as evaluate current activities such as campus clean up, winter social and other events.

The Center for Advancing Faculty Excellence continues to expand and evolve in their professional development opportunities for faculty. Over the next five years, HR will expand the faculty leadership cohort program to include administrative, confidential, and classified employees. This expansion will support leadership development and readiness across the institution and will integrate participation into evaluation and promotion pathways for interested staff.

Evidence

Employee professional development policies and procedures for faculty, staff, and administrators

- [Human Resources Professional Development & Training](#)
- [General Policy Manual and General Procedures](#)
 - [G-32-20 Classified Staff Professional Development Policy](#)
 - [HR-15-0 Classified Staff Professional Development Procedure](#)
- [COCC Faculty Collective Bargaining Agreement](#)
 - Article 14: Professional Improvement
- [Classified Association of COCC Collective Bargaining Agreement](#)
 - Article 21: Tuition and Professional Development
- [Administrator and Confidential Handbook](#)
 - Section 15 and 16

2.F.3. Staffing Capacity and Qualifications

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Central Oregon Community College employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities and educational objectives. The College's Vice President/President team reviews all vacancies to determine whether to fill the role or reallocate resources to better support our mission and strategic plan, using appropriate data (enrollment, program requirements, accreditation, etc.) to determine the role and number of staff to meet institutional needs. The College maintains a clear [organizational structure](#) with defined employment categories including full-time tenure-track, adjunct, and part-time faculty; classified staff in service and support positions; and administrative personnel in professional, supervisory, and management roles. Human Resources documents administrator, classified, and faculty qualifications in personnel files housed in the HR department. Faculty and administrator qualifications are also documented in the [College catalog](#).

The College ensures the integrity and continuity of its academic programs through comprehensive hiring, evaluation, and professional development systems. COCC follows rigorous recruitment procedures managed through Human Resources which screens all applicants for minimum qualifications, ensures nondiscrimination in employment practices, and verifies that candidates possess the necessary credentials before hiring. Supervisors submit an online requisition form to provide justification for the position, which includes explaining how the position helps to fulfill the College's strategic plan and is approved and signed by their supervisor and their department's vice president. Exempt and classified positions are interviewed by a hiring committee and the final selection is a committee discussion. Full-time and adjunct faculty position requests (replacement or new) include data to demonstrate program needs and are evaluated by Academic Affairs leadership then submitted to the President for final approval. Once approved, the College uses a faculty-driven, HR supported recruitment and search process to conduct the hire.

The College's [Faculty Collective Bargaining Agreement](#) establishes clear procedures for faculty appointments, teaching assignments and compensation, and reduction in force protocols. Full-time tenure-track faculty undergo a probationary period of five years during which they are evaluated through multiple mechanisms including student evaluations, peer team observations with designated evaluator reviews, annual reports of activities, and completion of Professional Improvement Plans. The tenure process requires faculty to demonstrate promise of excellence in their primary assignment, professional improvement, and service to the college and community. Part-time and adjunct faculty are evaluated through a structured process that includes student

evaluations, peer observations with classroom visits, and written reviews from designated evaluators during their first two years and periodically thereafter.

COCC actively supports the ongoing professional development of its personnel through systematic programs and resources. Full-time faculty complete four-year Professional Improvement Plan cycles that demonstrate opportunities for growth and alignment with departmental, college, and individual professional needs. Faculty have access to financial support through contractually defined professional development funds (see [Faculty Collective Bargaining Agreement](#), article 14) as well as general fund allocations for each academic department. Classified staff also receive funds and opportunity for professional development activities as specified in the [classified collective bargaining agreement](#) (article 21). Administrators, too, are expected to engage in professional development and are provided support as specified in section 16 of the [Administrator and Confidential Employee Handbook](#).

Additionally, the College maintains comprehensive evaluation systems for all employee categories, with classified employees evaluated according to their collective bargaining agreement, faculty evaluated through the detailed standards outlined in the Faculty Evaluation Standards, and administrators evaluated annually according to their handbook. This multifaceted approach to personnel management ensures that COCC maintains a qualified workforce capable of overseeing academic policies and delivering high-quality educational programs consistent with the college's mission.

Moving forward

Human Resources created an Employee Retention and Relations position in September 2025 and this position is currently evaluating current retention strategies, identifying retention and recognition data points for ongoing measurement, and developing new retention and recognition strategies in conjunction with the Strategic Plan action team.

Evidence

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

- [Employment at COCC](#)
- [G-34-4 General Responsibilities of All Instructors](#) (including part time, adjunct, full time temporary and full-time tenure track)
- [COCC Faculty Collective Bargaining Agreement 2022-25](#)
 - Article 5 – Faculty Appointments
 - Article 8 – Teaching Assignment, Compensation and Agreements
 - Article 11 – Reduction in Force
 - Article 14 – Professional Improvement
- [G-34-3.2 Tenure](#)
- [Classified Bargaining Agreement](#)

Personnel hiring policies and procedures

- [HR-3-0 Vacant Position Procedure](#)
- [G-28-1 Nondiscrimination and Equal Employment/Affirmative Action Statement](#)
- [Equal Opportunity/Affirmative Action \(EO/AA\) Statement](#)
- [Employment Opportunities](#)
- Recruitment checklists
- Performance evaluation – classified, faculty, administrators
 - [Classified Evaluation](#)
 - [Faculty Evaluation](#)
 - [Faculty Evaluation Official Practices](#)
- Professional development
 - [G-32-20.1 Classified Staff Professional Improvement Funds](#)
 - [Classified Collective Bargaining Agreement \(Article 21\)](#)
 - [Faculty Professional Improvement Resource Team \(PIRT\)](#)
 - [Professional development: Administrative and Confidential Employees](#)
 - [Strategic Plan Action Team - Employee Awards, Recognitions, Celebrations and Professional Development](#)

Organization charts

- [COCC Organizational Chart](#)

2.F.4. Employee Evaluations

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Within COCC's General Policy Manual, [G-32-11 Employee Evaluation Policy](#) addresses COCC's commitment to regular feedback and evaluations. HR provides written procedures, in-person training, and ongoing support for employees and supervisors to complete and deliver effective performance evaluations.

Faculty are evaluated regularly and systematically through a [published set of practices](#) designed to ensure that instruction meets high standards and aligns with the mission of the College. Perspective on faculty instruction is provided by students, peers and administrators on established timelines and is supported by guidance and documentation described on the College website. Students evaluate courses through a digital survey every term. For a faculty members' first two years, all terms and all course evaluations are placed in their personnel file; every year after that, the faculty member determines at the beginning of the year one term in which to have course evaluations submitted to their file.

Full-time faculty are evaluated by peer teams, a group of 2-3 faculty charged with observing classroom instruction, discussing pedagogy with the instructor, and reviewing syllabi and other printed materials during a new faculty member's first two years at the College. A faculty designated evaluator (DE) coordinates the team and writes a DE summary of all members' reports at the end of the second year. This document is reviewed by the instructional deans and then included in the personnel file for later review by the faculty promotions and tenure committees. Instructional deans observe and evaluate new full-time faculty in their second year at the College, writing an administrator review which is also submitted to the file. Full-time faculty also complete annual reports of activities, which provide documentation and evaluation of three aspects of their work: instruction, professional improvement, and service to the college and community. These reports are reviewed and commented on by chairs and reviewed by deans and the VPAA before being placed in the faculty member's personnel file.

Part-time and adjunct faculty are evaluated by full-time faculty who observe their classes, discuss their observations with the instructor, and then complete a form that is submitted as part of the personnel file.

As specified in the Classified [collective bargaining agreement, article 26.9](#), all classified employees are evaluated annually using a consistent set of core competencies. HR manages the performance evaluation portal within the HR information system. The evaluation begins with a self-evaluation by the employee. The supervisor completes an

evaluation integrating the prior year's goals and reflections based on the employee's self-evaluation. The employee and the supervisor must meet to discuss the evaluation and set goals for the coming year that are in alignment with COCC's strategic plan and the department or unit's goals. New classified employees receive a 6-month evaluation and any classified employee who moves to a new classified position is evaluated at 3 months. These evaluations provide a structure for a conversation between an employee in a new role and their supervisor. Classified employees who are not meeting expectations during their annual evaluation must be provided with a plan of assistance ([classified bargaining agreement, article 26.9 and 10](#)) and given an opportunity and support to improve their performance.

COCC exempt administrative and non-exempt confidential employees must be provided an annual evaluation as detailed in the [Administrator and Confidential Handbook section 15](#). All new confidential employees are provided an evaluation 6 months from their date of hire. The evaluation of administrative and confidential employees provides individuals with feedback on performance, objectives for the next year, recognition of excellence and areas for growth. It is expected that employees and supervisors have regular contact and review with regard to performance, unit goals, and individual goals. The evaluation process, timeline, and forms are managed within the HR information system and supported by the HR Retention and Relations Administrator.

[COCC Board Policy BPR3: Evaluating Presidential Performance](#) delineates the details of the annual performance evaluation for the College President.

Moving Forward

During the 2022 – 2023 academic year, HR transitioned all paper evaluations for exempt administrators, confidential, and classified employees to the HR information system, PeopleAdmin. This process streamlined and automated technical portions of administrator and classified evaluations. In the 2024 – 2025 academic year, HR piloted a 360-degree, multi-rater evaluation process. Enhancing and improving both the technical process and the interpersonal effectiveness of performance evaluations remains a priority for the College.

HR created an HR Retention and Relations Administrator position in 2025; this position will provide additional focus and attention on building employee development into the evaluation process.

Evidence

Administrator/staff/faculty evaluation policies and procedures

- **General Policy Manual for Evaluation**
 - [G-32-11 Employee Evaluation Policy](#)
 - [HR-5-0 Employee Evaluation Procedure](#)
- [HR Staff Intranet pages for performance evaluation](#)
- [Faculty Evaluation Official Practices](#)
- [Faculty Evaluation Standards-Frequently Asked Questions](#)
- [G-34-3 Criteria for Promotion, Tenure and Evaluation of Performance](#)
 - [G-34-3.3.1 Evaluation of Part-Time and Adjunct Faculty](#)
- **Classified evaluation procedures**
 - [Article 26.9 and 26.10](#)
- **Administrator (Exempt) and Confidential evaluation procedures**
 - [Section 15](#)
- [BPR 3: Evaluating Presidential Performance](#)

2.G Student Support Resources

2.G.1. Student Support Resources

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Central Oregon Community College offers a robust array of programs and services to support student learning and success, aligning with our mission to provide high-quality, equitable and accessible lifelong education. The College provides essential academic support through its [Tutoring and Testing](#) services, which includes free tutoring on all campuses and in varied modalities, study skills workshops, and flexible testing accommodations. The office of [Student Accessibility Services](#) ensures equitable access to education by providing accommodations and support for students with disabilities. The College's institutional commitment to accessibility is formalized through a policy that mandates digital accessibility standards for all student-facing materials. For online learners, COCC's eLearning department maintains [dedicated resources](#) that help students navigate virtual learning environments effectively. Beyond these services that directly touch students, the College is also committed to providing high-quality, student-centered instruction. To support this, the [Center for Advancing Faculty Excellence](#) provides professional development opportunities that enhance teaching practices and promote student-centered learning.

COCC's support infrastructure extends beyond academics to address the holistic needs of students through comprehensive advising and career services. [Academic Advising](#) provides personalized guidance to help students navigate their educational pathways, select appropriate courses, and achieve their academic goals. Students work with both professional and faculty advisors. All professional advisors are trained in career planning in order to connect students with employment resources, career exploration tools, and job placement assistance, ensuring that educational experiences translate into meaningful career opportunities. Resources are provided on the [Career Services](#) web page. Faculty advisors serve as mentors and provide subject matter expertise about career paths within each field of study. These services work in tandem to create a supportive framework that guides students from enrollment through completion and into their professional lives.

Recognizing that having one's basic needs met is fundamental to student success, COCC has developed an extensive network of support services to address food insecurity, financial challenges, and other essential resource needs. The College collaborates with [Thrive Central Oregon](#) and operates its own [Pathways to Opportunity](#) (PTO) and [SNAP Training and Employment Program](#) (STEP) to help students access public benefits and workforce training. On campus, the [ASCOCC Food Bank](#) and [Clothing Connection](#) provide immediate assistance with basic necessities, while

[Personal Counseling](#) services offer mental health support to help students navigate personal challenges that may impact their academic performance. These interconnected services create a safety net that enables students to focus on their educational goals without the distraction of unmet basic needs.

COCC’s commitment to equity and closing achievement gaps is particularly evident in its culturally responsive programming designed to support historically underrepresented student populations. The College operates dedicated programs for [2SLGBTQIA+](#), [Afrocentric](#), [Latinx](#), [Native American](#), and [veteran](#) students, each providing community, mentorship, and culturally-relevant support services. Notable programs include the [Afrocentric College Prep](#), [Latinx College Prep](#), and [Native American College Prep](#) initiatives, which take place in local high schools and create pathways to higher education for students who may face systemic barriers to college access and success. While these programs are centered around culture, all eligible students are welcome to participate. Preference is given to high school seniors and juniors, and participating high school administration helps the College identify and recruit potential participants. By offering these specialized programs alongside comprehensive academic and basic needs support, COCC creates an inclusive learning environment that recognizes and responds to the diverse needs of its student population, directly addressing the NWCCU standard’s emphasis on equity and the closure of equity gaps in achievement.

All administrative departments undergo regular [assessment](#) through development of plans in which they set goals and establish metrics of success. Plans cover one to three years, and assessment takes place annually based on the metrics in the plan.

Moving Forward

The College has been working for many years on restructuring our services and academic offerings around a [Guided Pathways](#) model in which students are supported in choosing and staying on an academic path and completing their career or transfer goals. Fall 2026 will mark the official launch of our new educational framework. One important feature of our Guided Pathways framework is a team-based advising model in which all students have both professional and academic advisors who partner to provide support as the student navigates their work at COCC. In addition, “trailhead” courses (such as Introduction to Visual Arts, Introduction to Humanities) will help students engage in discipline-specific career exploration and study skills, as well as develop a sense of connection and belonging at the College and within their educational pathway. The COCC website has already been organized around [eight educational pathways](#), and our newly redesigned onboarding practices—Bobcat Welcome, Bobcat Advising and Registration, and Bobcat Orientation—will help students choose a path appropriate to their goals.

Evidence

Programs and services supporting student learning and success needs

- Support for student learning
 - [Tutoring and Testing](#)
 - [Student Accessibility Services](#)
 - [Accessibility at COCC](#)
 - [G-30-23 Digital Accessibility for Students](#)
 - [Online Student Resources](#)
 - [Center for Advancing Faculty Excellence](#)
 - [Strategic Plan Goal - Access](#)
- Other support services
 - [Career Services](#)
 - [Academic Advising](#)
 - [Education Pathways](#)
- Basic needs support
 - [Thrive Central Oregon](#)
 - [COCC's Pathways to Opportunity \(PTO\)](#)
 - [SNAP Training & Employment Program \(STEP\)](#)
 - [Personal Counseling](#)
 - [Clothing Connection](#)
 - [ASCOCC Food Bank](#)
- Cultural Programs:
 - [2SLGBTQIA+ Programs](#)
 - [Afrocentric Student Program](#)
 - [Afrocentric College Prep](#)
 - [Latinx Student Program](#)
 - [Latinx College Prep](#)
 - [Native American Student Program](#)
 - [Native American College Prep](#)
 - [Veterans Program](#)

Assessment measures of effectiveness for programs and services

- [Assessment reports: Administrative department assessment reports](#)

2.G.2. Current and Accurate Information in Catalog and Website

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Central Oregon Community College publishes current and accurate information for students and other stakeholders through its catalog, website, and printed material. The General Policy Manual and General Procedures Manual webpage centralizes links to key information on college policies and procedures.

Moving Forward

COCC is beginning a project to completely overhaul its website. This effort includes providing more intentional training for web editors, limiting the number of web editors, and reducing the overall number of pages by eliminating content that is underused or causes confusion for students and staff. The project will also create greater consistency in the look, feel, and navigation of our webpages.

Evidence

Catalog (and/or other publications) that provides information regarding:

- Institutional mission
 - [COCC Mission, Vision, and Values](#)
 - [Catalog: Mission and Vision](#)

- Admission Requirements and Procedures
 - [Apply Now To COCC](#)
 - [G-30-4 Admission Policy](#)
 - [G-30-16 Registration](#)

- Grading Policy
 - [Grade Options and Policies](#)
 - [G-30-12 Grade Policy](#)
 - [AG-30-13 Honesty Policy](#)

- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion
 - [Catalog: Degrees and Certificates](#)
 - [G-30-7 Degrees & Certificates Requirements](#)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
 - [Catalog: Faculty, Administration, and Staff](#)
 - [Business Faculty at COCC](#)
- Rules and regulations for conduct, rights, and responsibilities
 - [G-33-3 Student Rights and Responsibilities](#)
- Tuition, fees, and other program costs
 - [Catalog: Payment & Financial Aid](#)
 - [G-30-20 Policy Statement on General Student Fees](#)
 - [Tuition and Fees](#)
 - [Catalog: Tuition and Fees](#)
 - [G-30-20.1 Approval Process for General Student Fees](#)
- Refund policies and procedures for students who withdraw from enrollment
 - [Student Refunds](#)
 - [Catalog: Payment and Financial Aid](#)
- Opportunities and Requirements for Financial Aid
 - [Catalog: Payment & Financial Aid](#)
 - [Financial Aid Steps](#)
- Academic Calendar
 - [Academic Calendar Important Dates by Term](#)

2.G.3. Program Licensure and Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

COCC maintains up to date and accurate information about our educational programs in our [college catalog](#), on our [discipline web pages](#), and in printed materials about each discipline. These materials include information about eligibility requirements for licensure or entry into a profession. Faculty and staff also provide relevant information to students in one-on-one interactions through instruction and advising. Selective admission requirements are also published on relevant programs' pages.

Licensure requirements are provided for specific programs such as [Nursing](#) and [Veterinary Technician](#). These requirements are published on their program web pages, which are updated annually or as requirements change. The College maintains [specialized accreditation](#) for a number of programs, which are listed on our website along with dates of accreditation review.

Moving Forward

The College is finishing up a multi-year project to update each discipline's web pages. These include or will include licensure and employment requirements where such information is relevant.

Evidence

Samples of publications and other written materials that describe

- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered
 - [College Catalog 2025-26](#)
 - Education Pathways and Programs – the eight pathways which link to academic programs
- Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials
 - [Nursing program](#)
 - [Nursing Licensure](#)
 - [Veterinary Technician Licensure](#)

A list of programs leading to fields with licensure requirements

- [Specialized Accreditation](#)

2.G.4. Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Central Oregon Community College (COCC) provides a comprehensive and accountable financial aid program designed to support access and student success, aligning closely with the College's mission. The Financial Aid Office administers federal, state and institutional financial aid programs in compliance with all Title IV regulations and Oregon Higher Education Coordinating Commission (HECC) guidelines and all financial aid staff members annually review financial aid policies and procedures to ensure accuracy and regulatory compliance.

Information about financial aid programs, application procedures, and eligibility requirements is accessible on the [COCC Financial Aid website](#) and in the student's online student account. The website also provides detailed information on all categories of aid along with information for completing the Free Application for Federal Student Aid (FAFSA) and Oregon Student Aid Application (ORSAA). The [College Catalog](#) reinforces this information for prospective and continuing students.

Targeted outreach efforts, such as high school financial aid nights and Fund Your Future financial aid workshops, are offered throughout the year to ensure that diverse student populations receive the guidance they need to access funding. Collaborative partnerships with the COCC Foundation and Enrollment Management further enhance scholarship availability and ensure that financial aid supports student retention and completion (including class visits where requested, scholarship day, workshops, web-based information and resources and individual meetings with students).

Moving Forward

The Financial Aid Office will continue to expand proactive outreach to students regarding financial aid programs, application processes, and scholarship opportunities. As part of the current [Financial Aid Department Program Review plan](#), we will use internal reporting and participation data to assess student engagement in financial aid and scholarship utilization over time. This data will inform ongoing efforts to increase student access to financial aid funding.

Evidence

Published financial aid policies and procedures including information about categories of financial assistance

- [COCC Financial Aid](#)
- [Apply for Financial Aid](#)
- [Types of Financial Aid](#)
- [Scholarships](#)
- [Financial Aid Events](#)
- [Financial Aid Policies](#)
- [COCC 2025-26 College Catalog – Payment and Financial Aid](#)
- [COCC Mission, Vision, and Values](#)
- [Financial Aid Department Program Review Plan](#)

2.G.5. Loan Repayment

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Central Oregon Community College (COCC) ensures that students receiving federal student loans are fully informed of their repayment responsibilities through required entrance and exit counseling, loan resources on the [COCC Financial Aid website](#) and through individualized support. The Financial Aid Office provides annual communications about borrowing limits and debt awareness and contracts with the Education Credit Management Corporation (ECMC) to support students in setting up successful repayment plans. COCC publicly shares its [Federal Student Loan Cohort Default Rate \(CDR\)](#) on the College website. COCC's three-year Cohort Default Rate (CDR) has consistently remained below the federal threshold of 30% and is currently at 0.0% for FY22 due to the three-year repayment pause by the federal government.

Moving Forward

Moving forward, the College will continue to expand proactive outreach to at-risk borrowers, and use repayment and default data to inform continuous improvement. These efforts will strengthen financial literacy, support responsible borrowing, and reinforce the College's commitment to student success.

Evidence

Information to students regarding repayment obligations

- [Student Loans](#)
- [Financial Aid Policies](#)
- [Financial Aid Repayment Policy](#)
- [COCC Consumer Information](#)

Policies and procedures for monitoring student loan programs

- [2025-26 COCC Financial Aid Policy Manual](#)
 - 3.8 Title IV Loan Counseling
 - 5.1.6 Federal Direct Loan Program

Most recent loan default rate published on institutional website in accessible location

- [COCC Cohort Default Rate](#)

Sample letter to students regarding award and repayment obligations

- [Term Disbursement Email](#)

2.G.6. Academic Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Academic advising at Central Oregon Community College uses a collaborative approach among professional and faculty advisors who create an environment in which students can realize the many possibilities and opportunities available to them. Students are assigned to an advising team – an education pathway and career advisor and a faculty advisor – to support them in identifying and reaching their goals. The education pathway and career advisor provides initial advising and onboarding support as well as assistance throughout the student’s time at COCC. These advisors also work with students who have not yet determined their education and career goals to help them clarify and select a pathway. The faculty advisor provides subject matter expertise and insight into careers within their area of study. They help the student in choosing [programs of study](#), selecting courses, and identifying careers.

The success of students at COCC is rooted in academic advising as they develop a rapport with their advising team. To ensure accessibility, advising is offered in person, via Zoom, and by phone. An [advising syllabus](#) is shared with all students as they onboard to COCC. The advising syllabus outlines the student’s role and the advisor’s role within the advising relationship as well as policies and procedures that impact advising. [Career Services, Academic Advising and Placement](#), known as CAP Services, works closely with academic departments and faculty advisors to share advising-related information, ensuring that all academic advisors can provide timely and accurate guidance to students. This information is shared through multiple channels, including email, annual trainings, and, in some cases, participating in academic department meetings. The Admissions and Records Office also plays a key role in supporting advisors by managing and sending communications to both new and continuing students. These communications include important advising dates and deadlines, events such as transfer days and job fairs, and information about students’ progress towards their degrees.

COCC’s professional advisors possess a minimum of a bachelor’s degree, with most having earned a master’s degree. Advisors receive continuing education and training through ongoing professional development at the College, specialty webinars, and conferences. Faculty advisors receive annual training as well as one-on-one trainings and assistance as requested.

Moving Forward

Through the College's Guided Pathways work, we are improving how advising supports our students in two key ways. Beginning in Fall 2026, our professional CAP advisors are assigned to at least one of our eight new Education Pathways, groupings of related programs designed to provide clearer and more structured paths for students.

In addition, all professional CAP advisors are required to become certified career coaches. This approach allows us to create a coordinated advising team that provides wraparound support for students in partnership with faculty advisors, offering career exploration, academic and transfer advising, workforce connections, and job application support.

Evidence

Description of advising program, staffing, and advising publications

- [Academic Advising](#)
- [Bobcat Advising and Registration module](#)
 - Guest Login to Module:
 - username: capervices@cocc.edu
 - password: Gobobcats240!
- [Advising Syllabus](#)
- [Career Services, Academic Advising and Placement](#)
- [Career Services](#)
- [2025-26 College Catalog](#)
- [Education Pathways and Programs](#)
- [Placement](#)

Advising information for advisors

Canvas site for advisors that provides the following information to assist in advising.

- [Academic Advisor Manual](#)
- [Class Planning Worksheet](#)
- [Math and Writing Placement Chart](#)
- [Financial Aid Forms](#)
- [University Transfer Advising](#)
- [NACADA information](#)

Description and evidence of systematic evaluation of advising

- [Guided Pathways Academic Advising Work Group](#)
 - [Guided Pathways: Advising and Career Planning Workgroup report](#)

Professional development policies and procedures for advisors

- CAP advisors complete a [Career Advising Basics Certification Course](#): 10-hour course for academic and career advisors.
- Every fall, CAP Services hosts an advising training for all faculty advisors. Several topics are covered and vary year to year. Our [exploratory advising](#) training is one example of topics covered.
- Mid-year, CAP Services hosts trainings on advising tools, such as [GradTracks Plans](#) and [Plan Ahead](#).

2.G.7. Distance Identity Verification

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

COCC maintains effective identity verification processes, starting with admission and continuing as a student progress through their degree or program. COCC has no Associate's degrees or career and technical education programs that are fully online, so all students have the same identity verification requirements.

Student Accounts

When completing their [online application](#), students enter and establish the personally identifying information that will be used to activate and authenticate their student accounts during the remainder of their tenure at COCC. COCC uses [Slate](#) as its customer relationship management (CRM) software.

A \$25 application fee is collected for each applicant; [waivers](#) are available for qualifying students. Although Social Security numbers are not required, [students are informed](#) of how the college may use SSNs for records, tax-related benefits, and other research and reporting.

Once admitted, students must activate their COCC network account. These accounts are activated and managed through our [password management system](#). Network account passwords expire every six months, and may be reset or recovered on demand through the management system, or by verifying identifying information with a qualified COCC staff member.

For selected biology courses, [Proctorio](#) is used as an online proctoring service for summative exams. At time of testing, Proctorio asks students to provide and scan either their student or government-issue ID for authentication.

COCC uses Microsoft ADFS (SAML) as our single sign-on system so students use the same network account credentials to access other COCC systems and applications, including Bobcat Web, Canvas, and Outlook email. In addition to their network username and password, [two-factor authentication via DUO](#) is required any time a student accesses any password-protected COCC system, both on and off-campus. DUO is a free app for iOS and Android users, with a USB dongle available at a subsidized cost of \$10 for students without a compatible device.

Students register for and manage courses online through their Bobcat Web account, in person, or over the phone after confirming personal details. Registration changes must be made by the student.

Classroom use of academic technologies that collect students' personally identifiable information (PII) must be disclosed with details either in the course syllabus itself or with a syllabus link to the [Academic Technology Catalog](#) entry for that tool.

Regular and Substantive Interaction (RSI)

Beyond initial authentication at login, COCC's approach to regular and substantive interaction provides ongoing verification that enrolled students are actively participating in their courses. Through consistent faculty engagement, instructors can identify patterns in student work, communication style, and participation that help confirm that the authenticated student is the same individual completing coursework throughout the term.

COCC's [Distance Education Standards](#) outline expectations for instructors teaching distance education courses and specifically include criteria for evaluating evidence of RSI. These standards are integrated into several other course assessment and evaluation processes, including our [Online Teaching Certification](#) course and [Distance Education Major Overhaul Grants](#).

Faculty Policy [G-34-4](#) states under 4. Faculty Availability: "Faculty are expected to maintain regular availability for communication with students they instruct and advise." Online students can interact with their faculty during office hours in person or via phone call and video conferencing. At other times, students may interact with instructors via email and within the learning management system.

Moving Forward

COCC's adoption of Slate as its customer relations management (CRM) is very recent – the new online admission application powered through Slate was available for the first time to students applying for the Winter 2026 term. As the College continues to deepen its knowledge of Slate and integrate it into other business processes, we will be able to review and explore its ancillary features and functions. For example, Slate does have an identity verification product, [Stripe](#). Though it would be cost-prohibitive for COCC to use such a feature for every applicant, it is under consideration for potential future use in verifying applications flagged with suspicious activity.

Also underway in academic year 2025-26 is a significant revision to the College's [Peer Evaluation](#) guidance documents, currently under review by the Faculty Senate. This revision is in draft form and once approved by the Senate will move on to the [Academic Affairs committee](#) for approval. The document supplies specific and detailed notes for reviewers on how to accurately review online courses for evidence of RSI and COCC's other Distance Education Standards.

Evidence

Policies and procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit.

- [A-4-0 Admission](#) (description of fee requirements)
- [A-2-0 Registration Activity](#)
- [Catalog: Social Security Information/Consent](#)
- [Student Tuition Tax Information](#)
- [Instructure Canvas Authentication with ADFS](#)

Policies and procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy.

- [Proctorio Privacy Policy](#)
- [Proctorio Data Security](#)
- [COCC – FERPA Compliance in Academic Media](#)
- [DUO Mobile Privacy Information](#)
- [G-30-23.1 Student Technology and Privacy](#)
- [Slate Data Privacy](#)

Notification to students at the time of registration of any additional charges associated with verification procedures

- While COCC does not collect additional fees for identify verification, a \$25 application fee is required for each applicant. The image below is a screenshot from the application page with details.

Application Fee

Payment Options

Congratulations - you're almost done!

*After you submit your application, there's a **\$25 application fee** you'll need to pay to move forward with the process of registering for classes at COCC.*

- I will pay the \$25.00 application fee with a credit card after submission

Waiver Options

If you believe you're eligible for an application fee waiver, please see our [Tuition and Fees](#) page for more information, including information on what supporting documentation is required.

Have questions? Contact COCC Admissions & Records at [541.383.7500](tel:541.383.7500) or email welcome@cocc.edu.

**Supporting documentation required*

- I am receiving public or tribal assistance and cannot pay the application fee*
- My FAFSA Student Aid Index (SAI) is less than 5,500*
- I am eligible for NACAC*
- I have a promo code for my application fee (Grants)

Academic policies and procedures for instructors to implement requirements for regular and substantive interaction (RSI) in distance education courses/programs

- [G-34-4: General Responsibilities of All Instructors](#)
- [Distance Education - General Standards](#)
 - Standard 3: Communication and Interactions states, “The course encourages interaction between the student and the instructor, between peers, and with the content itself. Regular and substantive interaction (RSI) is evident.” Sub-standard criteria include 3.1 “Announcements about the course are posted with regularity and focus on course content, activities, or assessments,” and 3.3 “The instructor regularly engages with students within course activities.”
 - Standard 5: Assessment and Evaluation states, “[...] Regular and substantive feedback is provided for submitted work.” Sub-standard criteria include 5.5 “Course and individual assessment grades are available and updated regularly in the online gradebook.”
- [Online Teaching Certification](#) course outcomes
- [Distance Education Major Overhaul Grant](#) criteria
- [Peer Evaluation Handbook](#) (draft pending approval)

2.H Library and Information Resources

2.H.1. Library

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.



The Central Oregon Community College (COCC) Library's [Vision, Mission, and Values](#) statement highlights its commitment to equitable access, excellent service, reliable information resources, relevant information literacy instruction, and welcoming, inclusive study spaces. These commitments guide [planning and assessment](#) aligned with COCC's Department and Program Review (DPR) process. [Annual Library Reports](#) track trends, accomplishments, and challenges, while the [Library's Information Literacy \(IL\) Plan](#) outlines the library's instructional role in fostering critical thinking and effective use and evaluation of information.

The [Library's staff](#) include Master of Library and Information Science (MLIS) qualified librarians, and two also hold Ph.Ds. The collection development and acquisitions librarian and the instruction and outreach librarian have faculty status and participate in the college's faculty evaluation and promotion processes. The library director, library systems and discovery librarian, and head of access services are administrative staff. Four classified staff support circulation, interlibrary loan, and technical services, with educational backgrounds ranging from high school diplomas to master's degrees. The

Redmond campus library is staffed by a part-time MLIS librarian; student employees and other part-time staff provide additional support for circulation operations.

Barber Library on the Bend campus is the central facility; a new [Redmond branch library](#) opened in fall 2022. The library maintains approximately 68,000 print and audiovisual items plus smaller print collections on the [Redmond](#) (1,141 items), [Madras](#) (570 items), and Prineville (90 items) campuses. It also contributes to COCC Resource Room at Deer Ridge Correctional Institution for the prison education program. This print collection is curated for student and tutor adults in custody.

The [Children's Literature & Equity Resource Center \(CLERC\)](#), established in 2017 with Institute of Museum and Library Services (IMLS) grant support and in partnership with COCC's Early Childhood Education program and Office of Equity & Well-Being, offers a diverse collection of more than 4,000 children's books in the Bend, Redmond, and Madras campuses.

In addition to its physical holdings, the library provides extensive [electronic resources](#) supporting all COCC campuses. Students have 24/7 access to more than [100 article databases and streaming media](#), acquired via statewide, consortia-negotiated pricing, or direct vendor licensing agreements.

The FY2026 collections budget (\$153,200) has been supporting print, media, and electronic resources. Print book funds are distributed across 93 subjects to support transfer and career and technical education programs. Per-subject allocations have dropped from \$231 in 2019 to \$165 in 2026 due to the number of newly added college programs and increased investment in e-resources. Additional grants and library funds through the COCC Foundation have helped build collections at the Redmond Campus.

The library's [Collection Development policy](#) directs resource selection and management. Materials are chosen for relevance to curriculum, accuracy, currency, and academic quality. Print collections are regularly evaluated and weeded, with certain subject areas reviewed according to accreditation requirements. When new programs or courses are introduced, the library assesses and acquires necessary materials. Electronic resources undergo annual reviews for cost, relevance, accessibility, usability, and usage.

The library is a member of the [Orbis Cascade Alliance](#), a consortium of 38 academic libraries in the Pacific Northwest providing access to more than 27 million items via the shared Summit catalog. Interlibrary loan provides quick delivery of items unavailable locally or through Summit (sometimes in less than 24 hours for articles). Print and media items are transported between campuses using COCC delivery services.

Since 2020, the library has managed [COCC's Archives](#) documenting the college's history. Two visits from an archival consultant in 2022 and 2023 offered recommendations for the collection's rehousing, organization, and preservation. Since then, limited staff availability has slowed progress on further supporting the collection.

The library's technology lending program promotes equitable access by providing students [laptops, hotspots, and other technology equipment](#) across all campuses. This program has been funded by grants, College and IT support, and Foundation funds. [Course Reserves](#) also offer students free access to textbooks and other course materials.

The library's [instructional program](#) includes credit-bearing information literacy (IL) courses, one-shot class sessions, embedded librarian support, and online tutorials. The [IL Plan](#) guides assessment and long-term planning for all instructional activities. Faculty librarians share updates in departmental meetings and invite instructors to schedule IL sessions and consultations. Additional services include Book-a-Librarian, online research help, and Answerland, Oregon's 24/7 chat reference service. All "[Help](#)" links are on the main library homepage.

The library enriches campus culture through its participation in book discussion events, poetry month celebrations, and author talks. Barber Library's [Rotunda Gallery](#) hosts an average of four visiting art exhibits per year by local and regional artists.

Moving Forward

The library will make progress on the goals outlined in its DPR including improving accessibility to library content and resources to better support students; increasing use of collections and services at the COCC branch campuses; and expanding student access to high-demand course-specific materials such as lending technology and course reserves.

Evidence

Procedures for assessing adequacy of library collections

- [Collection Development policy](#)
- [COCC Redmond Library Collection Guidelines](#)
- [Deer Ridge Collection Guidelines](#)
- [Library Gifts Policy](#)
- [Subscription Databases & Electronic Resources](#)
- [CLERC](#)
- [College Archives](#)

Library planning committee and procedures for planning and collection development

- [Department and Program Review \(DPR\) Plan, 2025-28](#)
- [Annual Reports](#)

Library instruction plan; policies and procedures related to the use of library and information resources

- [Library Instruction](#)
- [Library Information Literacy Program Plan, 2024-28](#)
- [Get Help from the Library](#)
- [Library Policies](#)
- [COCC Redmond Library](#)

Library staffing information; policies and procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

- [Library staff and contact information](#)
- [For Faculty](#)
- [For Adult Basic Skills, GED & ELL](#)

2.1 Physical and Technology Infrastructure

2.1.1. Physical and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.



Central Oregon Community College (COCC) maintains, develops, and renews physical and technology infrastructure with sufficient capacity to support its mission, educational programs, and student services across its multi-campus district.

COCC's physical infrastructure is managed to ensure safe, accessible, and effective learning and working environments. Facilities and operations ensure compliance with applicable local, state, and federal requirements related to building and fire safety, public health, utilities, environmental systems, and Americans with Disabilities Act (ADA) accessibility. Facilities are maintained through a combination of in-house staff, contracted services, and professional consultants. Operating resources support routine maintenance, while major maintenance and capital renewal projects are prioritized

through established planning and funding processes. In 2021, the College engaged a firm to do a thorough facility assessment and this assessment is updated by Campus Services as projects are completed and new projects are identified. The facilities assessment reports are available in our Campus Services files. Long-term facilities planning is guided by the College's [Facilities Master Plan](#) and informed by enrollment trends, program needs, facility assessments, deferred maintenance priorities, accessibility requirements, and financial capacity.

COCC integrates accessibility, safety, and sustainability into infrastructure management. [Student Accessibility Services](#) coordinates academic accommodations in collaboration with Campus Services and [Information Technology Services](#) to support accessible physical and digital environments. In 2025, the College adopted a [digital accessibility policy](#) and hired a digital accessibility coordinator to oversee the College's work to meet and maintain compliance with the [Web Content Accessibility Guidelines \(WCAG\) standards](#). [Campus safety](#) is supported through established policies, emergency notification systems, and coordination with local emergency responders. [Sustainability](#) principles are incorporated into facilities operations and capital planning to promote responsible stewardship of public resources.

The College safely manages hazardous materials in compliance with applicable local, state, and federal regulations, including OSHA and environmental standards. Oversight responsibilities are shared among Campus Services, Campus Safety, academic departments, and administrative leadership to ensure appropriate handling, storage, and disposal. A faculty member is provided load release to perform the duties of the chemical hygiene officer for the College.

COCC's technology infrastructure provides reliable and secure systems that support instruction, learning, and administrative operations. Information Technology Services (ITS) manages network infrastructure, enterprise systems, information security, business analytics, instructional technologies, and end-user services and devices. Technology capacity and reliability are supported through structured lifecycle management, system monitoring, data backup and recovery, and cybersecurity practices such as access controls and multifactor authentication.

Technology planning is integrated with institutional planning and budgeting. ITS uses an internal, centralized service and project management system (ITS Help Desk) to receive, prioritize, and track technology requests. Ongoing engagement with academic and administrative units via quarterly technology forums and annual planning activities guide technology investments to ensure alignment with institutional priorities and adequate capacity to support current and emerging needs.

More recently, ITS has made investments into increased network connectivity, off-site cloud functionality, and redundancy services to enhance business continuity. During 2025, the ITS department moved its onsite data center to an offsite protected and maintained data center. This work will enhance COCC's ability to provide consistent and reliable services and support. Further, COCC has made significant efforts at shoring up its technology and network perimeter to protect College data, systems, and community. In 2024 and 2025 COCC implemented a college-wide multi-factor authentication initiative. These focused technology activities have been buoyed by investments in more current technologies, ITS staff, and vendor support. Lastly, COCC's ITS department developed a fully-operational [student help desk](#) during this accreditation period that employs students to help other students succeed with their educational goals.

Online and in-person employee trainings are required annually and provided on such topics as email phishing, social engineering, information security basics, and identity protection. These trainings include the fundamentals on each topic, with examples and practice. Further, our information security office conducts department-level trainings on these topics to specifically address current information security risks and training needs.

Moving Forward

COCC has engaged a facilities and space planning consultant to create, in partnership with COCC stakeholders, a new facilities master plan. This plan will incorporate our strategic plan, academic plans, technology plans, facilities assessments, deferred maintenance, future pedagogy needs, enrollment trends, space utilization, and stakeholder input. The plan will be completed in Fall 2026 and will primarily focus on the next five years with capital expenditure budgets for each of those five years.

COCC expects to continue to extend our robust and secure technology infrastructure by examining and implementing additional systems, services, and applications to support business continuity. Currently, in 2026, the ITS department, in coordination with Institutional Effectiveness, is implementing a data warehouse application that will elevate COCC's ability to examine and utilize student data towards improved decision-making and student supports. Further, the ITS department will continue to partner with other departments to help identify and solve business process problems needing a technology solution. COCC is working with teams across campus, including a newly-formed AI Committee, to provide support, training, cybersecurity, and technology best practices.

Evidence

Facilities master plan

- [COCC 2018-2028 Facilities Master Plan](#)

Equipment replacement policies and procedures

- [ITS Lifecycle Replacement](#)

Procedures for assessing sufficiency of physical facilities

- [COCC Procedures for assessing sufficiency of physical facilities](#)
- [COCC Facilities Condition Report](#)

Policies and procedures for ensuring accessible, safe, and secure facilities

- [G-31-9.5 COCC General Policy - Building Security Policy](#)
- [COCC Alert: Emergency Notification System Information](#)
- [Campus Safety Resources](#)
- [Campus Safety Online Reporting](#)
- [Emergency Resources](#)
- [Emergency Status](#)
- [Digital Accessibility](#)
- [G-30-23 Digital Accessibility for Students Student Accessibility Services](#)
- [G-22-0 Acceptable Use of Information Technology Resources](#)
- [G-23-0 Network Technology Resources](#)

Policies and procedures for the use, storage, and disposal of hazardous waste

- [Deschutes County Hazardous Waste Rules](#)
- [OR DAS Hazardous Waste Rules](#)
- [OR DEQ Biowaste Rules](#)

Technology master plan and planning processes

- [COCC ITS Master Plan \(2024-27\)](#)
- [Information Security Policies](#)
- [Information Technology Services](#)
- [Unified Data Analytics Solution \(Data Warehouse\)](#)
- [Student Tech Support and Help Desk](#)
- [B-10-0 Video Camera Systems](#)

Clery Annual Security Reports

- [Clery Reports](#)
- [Campus Safety](#)

Cybersecurity Policies and Procedures, including description of training

- [Office of Information Security](#)
- [Information Security Policies](#)
- [COCC College Sustainability](#)
- [Sustainability at COCC](#)

Additional evidence

- [Institutional Continuity Plan](#)

Moving Forward

As Central Oregon Community College advances toward completion of its Year Seven Report, Evidence of Institutional Effectiveness, we remain firmly committed to a culture of continuous improvement that is embedded in every level of our institution. The College's mission, vision, values, and 2023–27 Strategic Plan provide a central framework that continues to guide decision-making, particularly during periods of leadership transitions and organizational change. This framework ensures that COCC maintains clear priorities, monitors progress through publicly posted indicators, and evaluates the impact of its work across the five goal areas of the strategic plan. Through regular assessment, data-informed decision-making, and thoughtful adaptation, we remain focused on advancing student success and institutional sustainability.

To strengthen institutional effectiveness, COCC is undertaking several improvement initiatives that directly support our long-term goals. The ongoing implementation of Guided Pathways (including redesigned onboarding, a team-based advising model, and introduction of trailhead courses) represents the most significant structural redesign of student educational experiences in recent history. When fully launched in Fall 2026, these changes will support clearer program navigation, enhance student belonging, and ensure timely progress toward completion. Soon, the College will begin reviewing our committee and decision-making structures to reduce redundancies, improve efficiency, and reinforce shared governance, ensuring that all stakeholders have meaningful opportunities to contribute to institutional planning.

COCC is also investing in institutional capacity to evaluate and improve its operations. Major advancements in information technology enhance stability, security, and business continuity. These investments include migration of core systems to a secure off-site data center, expanded cloud functionality, and implementation of multi-factor authentication. Alongside this work, the College is building a new data warehouse to support more robust reporting, predictive analytics, and continuous evaluation of student outcomes, all of which will strengthen our ability to measure progress and close equity gaps. These improvements ensure that data is more accessible, actionable, and integrated into daily practices across departments.

In parallel, COCC is investing in comprehensive planning efforts that align its human, physical, and financial resources with institutional priorities. The institution has begun development of a new Facilities Master Plan, which will incorporate enrollment trends, academic program needs, accessibility, deferred maintenance, and sustainability considerations to guide capital and operating investments for the next five years. Across all divisions, COCC continues to evaluate and update policies (including nondiscrimination, Title IX, student conduct, and academic processes) to ensure clarity, consistency, and alignment with federal and state requirements. These efforts reflect a commitment to operating with integrity, transparency, and responsiveness to emerging regulatory landscapes.

Taken together, these forward-looking initiatives demonstrate that COCC is not only meeting accreditation expectations but actively strengthening the systems that sustain mission fulfillment. As we prepare the Year Seven Evidence of Institutional Effectiveness report, the College remains focused on refining assessment practices, enhancing institutional learning, and deepening our culture of continuous improvement. Through intentional planning, inclusive engagement, and ongoing evaluation, COCC is positioning itself to adapt effectively to the evolving needs of our students and communities while maintaining the highest standards of quality and accountability.

