

**C OCC Board of Directors
Student Success Committee
Agenda
June 7, 2024
2:00 – 3:30 p.m.
BEC Boardroom and Zoom**

1. Approval of Minutes from May 24, 2024 Meeting – Erica Skatvold
2. Review of Student Success Data – All
3. Purpose of Student Success Committee – Mission/Charge – All
4. Next Steps – Erica Skatvold

Next Meeting: July 2024 (to be determined)

**COCC Board of Directors
Student Success Committee
Meeting Minutes
May 24, 2024
2:00 – 3:30 pm
BEC Boardroom and Zoom**

1. Approval of Minutes from April 5, 2024 Meeting – Erica Skatvold
 - a. Motion to approve the minutes.
 - i. 1st: Erin Foote Morgan
 - ii. 2nd: Erin Merz
 - iii. Motion approved unanimously.
2. A Brief History of Institutional Effectiveness (IE) at COCC – Brynn Pierce
 - a. Pierce was hired in 2001 as a part-time Institutional Researcher. The purpose of her position was to meet accreditation expectations of that point in time and she primarily focused on state and federal reporting.
 - b. By 2004, it was clear that there was demand for additional support, so Pierce was hired full-time along with a Research Specialist. Institutional accountability became a primary issue, requiring COCC to routinely report its progress to the government. Strategic Enrollment Management became an initiative for COCC and a demand for internal data availability began to grow.
 - c. In 2012, Oregon introduced Achievement Compacts, which were key performance indicators. Accreditation standards were also changing to focus on mission fulfillment. At this time, COCC developed its first institutional strategic plan (2013-2018) and the IE department rolled out its first dashboards.
 - d. In 2021, the IE department grew to three employees: a Director and two Data Analysts. The State expanded its data collection requirements to include students who are parents, LGBTQ+ students, and other demographics. The IE department's work also added credibility to COCC's grant applications.
 - e. COCC's current IE staff is lead by Pierce as Director, reporting to the Vice President of Student Affairs. Chris Egertson is a Research and Data Analyst that focuses on the college's internal data. Sam Johnson is a Report and Data Analyst that focuses on external data, including state and federal grant reporting.
 - f. Challenges IE has faced include higher education's late adoption of data informed practices as compared to private industry; Oregon's community colleges not having access to state supported data resources and structure; COCC's accrediting agency's (Northwest Commission on Colleges and Universities or NWCCU) lack of structure in setting assessment and evaluation expectations (until recently); and COCC's need for stronger data infrastructure, processes and policies.

- g. Points of progress include NWCCU's recently raised assessment expectations, which helps all of the region's colleges and universities; COCC's fostering of a more planful culture, including thoughtful assessment of student learning and programs; IE's strong, knowledgeable team that is meeting the needs of the growing data maturity at COCC; and development of a Unified Analytics Data Solution as part of COCC's 2023-2027 strategic plan.
- h. Chesley asked, if consistent and strong use of data were a person at COCC, what stage of life would it currently be in?
 - i. Pierce suggested it is in its teens. The IE department is making progress and asking good questions about the demand for their work. There is still room for improvement. Most community colleges are in a similar stage of life.
- i. Chesley asked what the benefits are of growing a culture of data sophistication.
 - i. Pierce said that answering complex questions requires more than one data source. IE's prominent data source is Banner, which houses the majority of COCC's information. They also pull data from Canvas, which is the college's online learning management system. The college also uses PeopleAdmin for recruitment. These online platforms do not synergize well, so unifying data has proven difficult. One of IE's goals is to develop what is known as a "central source of truth" that would make data easier to compile and report.
 - ii. Chesley went on to suggest that such a development would make it easier for standard queries to be available to a wider audience.
 - iii. Pierce suggested that this goal has already been achieved at COCC, but a stronger base is needed for IE to continue its work and grow its infrastructure.
- j. Chesley noted that a difficulty that COCC staff have faced during the college's current strategic plan is having to pull data from multiple sources.
 - i. Pierce acknowledged that some of these problems will not be solved by a centralized data source, but it is the best way forward. Another challenge that IE has faces is merging data from credit and non-credit students as their enrollment systems are very different.
- k. Foote Morgan asked what are some of the big changes that would improve IE's work.
 - i. Pierce explained that a lot of the proposed changes are part of COCC's current strategic plan. One of the action projects is forming a unified data analytics solution, which is being overseen by a team of college faculty and staff.
 - ii. Chesley agreed with Pierce's assessment and complimented the patience of the IE team. Chesley said she often will request a piece of data,

expecting a three-minute conversation, and receives several follow-up questions in order to define what she is truly asking for.

- I. Skatvold said it is important to understand the history of the IE department because, when they ask more complex questions, they would have the data they did not think they would have needed before. She asked if other states have as sophisticated IE initiatives.
 - i. Chesley suggested that NWCCU's accreditation standards were the least stringent in the nation, until recent years. She credited Pierce's efforts to grow COCC's use of data and acknowledged that IE would not have had the support it now has without NWCCU's recent rise in expectations.
 - ii. Pierce concurred and added that NWCCU is also accredited by the U.S. Department of Education.
 - iii. Chesley noted that COCC's IE department is one of Oregon's larger community college IE departments, even with only three employees. It is likely not long before a fourth position would be necessary to meet COCC's needs.
- m. Skatvold asked how the Student Success Committee (SSC) could make IE's work easier in terms of requests for data.
 - i. Pierce said it is helpful to have a readiness of space for follow-up questions from IE about the request. They would need to know the full context of the question before they can compile the data.
 - ii. Hamlin said she often has a "rough draft" of a question that she would bring to IE and they would help her develop a more substantial question.
- n. Merz asked if "student success" was too broad of a term for IE.
 - i. Pierce said that COCC actually has more data available on student success than many of the other things they track because the State and federal education agencies collect data on factors like completion rates, enrollments, and first- and second-year retention rates. Some of the more difficult areas to track when it comes to student success are community education and non-credit courses.
 - ii. Chesley suggested that the SSC could ask itself what its focus is. IE can share any available information that the SSC requests. However, as they look closer at the strategic plan, they will see if/how certain areas like Sustainability and Employee Retention are related to Student Success.
- o. Foote Morgan asked what the best delivery method would be for making requests from IE, such as carefully written emails.
 - i. Pierce asked Foote Morgan if she could give an example of a question.
 - ii. Foote Morgan asked how COCC's students of color or students who face challenges are doing compared to students of similar backgrounds from other schools that COCC is comparing itself to.

- iii. Chesley said that IE has a dashboard based on student retention by ethnicity that could be a major source of data.
 - iv. Foote Morgan concurred and added that graduation rates would be important to consider.
 - v. Chesley asked the SSC if, at their next meeting, they would like to see IE's most current data from the previous academic year on graduation, transfer, and retention, aggregated by ethnicity.
 - 1. Merz said it would be helpful, as well as any other demographic markers that IE may track.
 - 2. Pierce said data from other demographics is still being compiled. She planned to give a presentation to the full Board at their regular meeting in July.
 - vi. Chesley said that IE has data on retention by ethnicity and asked if they had data on transfers by ethnicity.
 - 1. Pierce confirmed this, but clarified that the data would be more complete in July.
 - 2. Chesley suggested creating a link or a PDF of information that the SSC would like to see and asked Pierce to develop it.
 - 3. Foote Morgan said a PDF would be helpful and asked if it would be possible to compile data from the past five years.
 - 4. Chesley noted that the most recent data available would be from the 2022-23 academic year.
 - 5. Chesley and Pierce planned to meet the following week to discuss this further.
3. How COCC Makes Students Aware of How to Access Assistance with Basic Needs – Annemarie Hamlin
- a. Hamlin explained that the following are sources of information on basic needs resources for students:
 - i. Bobcat Welcome is a brief online orientation for new incoming students. While specific resources are not discussed, students are told that COCC's faculty and staff are available to assist them and they are encouraged to advocate for themselves.
 - ii. The Adult Basic Skills (ABS) Orientation is an event where ABS students can learn about basic needs resources.
 - iii. College/Career Success Coach Malissa Silacci is a point-of-contact for students looking for basic needs support.
 - iv. COCC's website has a page titled "Help for Students in Need" that has links to several resources available to students:
<https://www.cocc.edu/departments/student-life/student-resources/help.aspx>

- v. *Bobcat Newsflash* is a monthly newsletter that all students receive by email and often includes information on student resources.
 - vi. Flyers with helpful information are posted across all of COCC's campuses.
 - vii. Staff members give presentations on resources to classes. Instructors also remind their students of the resources that are available to them, such as first-year math and writing courses.
 - viii. Any student who requests information is added to an email list which is used to periodically notify them of additional resources.
 - ix. COCC also has "First Alert-Early Assist" programs, which is when an instructor notices a student is falling behind and arranges for them to discuss possibilities for assistance.
 - x. Students have access to one-on-one advising meetings through CAP Services (career services, academic advising and personal counseling) and the Diversity and Inclusion department.
 - xi. Student clubs regularly make announcements on basic needs resources.
 - xii. An institutional syllabus is shared on Canvas that includes a list of all of the basic needs resources for students.
 - xiii. The Associated Student Government also makes information available on students' basic needs resources.
- b. Foote Morgan asked if institutional support was available.
 - i. Hamlin said it can be found on the COCC website and on the Canvas platform. They have trended toward using less paper and more digital resources, but paper versions are still available.
- 4. Continue Review of COCC Data related to Strategic Goals – All
 - a. Skatvold suggested tabling this matter for the next meeting due to lack of time.
 - 5. Purpose of Student Success Committee – Mission/Charge – Erica Skatvold
 - a. Skatvold suggested tabling this matter for the next meeting due to lack of time.

Next Meeting: Friday, June 7 – 2:00 to 3:30 pm – BEC Boardroom and Zoom

Central Oregon Community College Board of Directors

Student Success Committee

Charge

The charge of this committee of the COCC Board of Directors is to recommend Institutional Student Success Indicators to the full Board of Directors. Student Success Indicators are one way that COCC measures Mission Fulfilment for the College's ongoing NWCCU Accreditation process.

Furthermore, the committee monitors longitudinal Institutional Student Success Indicator data. Wherever possible, institutional data is disaggregated by factors such as age, socioeconomic status, race/ethnicity, gender, and full-time/part-time status. This monitoring includes review of institutional actions taken to improve student performance.

The committee also may monitor and review other institutional measures of student success and initiatives undertaken to improve student performance.

The selection of institutional measures in need of monitoring is informed by factors such as national best practice in community colleges, current scholarship and research on student success, the availability of state and national benchmarks, and practical matters such as the availability and accessibility of data to the College.

History and Context

This committee of the Board was first conceived in 2018-19 and held its first formal meeting in 2019. The committee was created in recognition of the emergent national focus on the primary importance of student success to the community college mission.

Timeline

This committee is a standing committee of the Board. It meets bimonthly.

Membership

- Voting members – 3 Board members, one serving as Chair
- Non-voting members – College President, Vice President of Instruction, and Director of Institutional Effectiveness

Reporting

The committee chair reports on the work of the committee at regular monthly meetings of the full Board, as needed.