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

1. Approval of Minutes from April 5, 2024 Meeting – Erica Skatvold

2. A Brief History of Institutional Effectiveness at COCC – Brynn Pierce

3. How COCC Makes Students Aware of How to Access Assistance with Basic Needs – Annemarie Hamlin

4. Continue Review of COCC Data related to Strategic Goals – All
   a. Goal: Access
      i. Online course and program headcount
   b. Goal: Workforce Development
      i. New credit and non-credit workforce related classes, certificates and programs
      ii. Credit and non-credit workforce headcount and completion
   c. Goal: Community Engagement
      i. Number of college-sponsored events offered
      ii. Participation in key stakeholder groups as a COCC representative
   d. Goal: College Sustainability
      i. Great Colleges to Work For Survey Rating: "Recognitions and awards programs are meaningful to me."
      ii. President's Climate Leadership Commitment Progress
      iii. Employee Retention

5. Purpose of Student Success Committee – Mission/Charge – Erica Skatvold

6. Next Steps – All

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

COCC Board of Directors
Student Success Committee
Meeting Minutes
April 5th, 2024
2:00 – 3:30 pm
Boyle Education Center Boardroom/Zoom

Committee Members: Erica Skatvold (Chair), Erin Merz, Erin Foote Morgan
COCC Staff: Laurie Chesley (President), Annemarie Hamlin (Vice President of Academic Affairs), Brynn Pierce (Director of Institutional Effectiveness), Kyle Matthews (Executive Assistant)

1. **Approval of the Minutes from January 5th, 2024 – Erica Skatvold**
   a. Motion to approve the minutes.
      i. 1st: Erin Foote Morgan
      ii. 2nd: Erin Merz
      iii. Motion approved unanimously.

2. **Review COCC general interventions to help to improve student success – Laurie Chesley**
   a. Skatvold reminded everyone that there was a presentation given on non-academic support services offered to students during the Board's January 10 meeting. The Student Success Committee (SSC) would review this presentation to allow for any additional questions to be asked.
   b. Chesley gave the presentation, reminding the SSC of the non-academic support services available to COCC students.
   c. Skatvold asked how services with the Deschutes County Mobile Health Clinic are paid for and whether students have free access.
      i. Pierce said that students have free access to their services.
      ii. Chesley added that COCC is only one location that the mobile clinic visits and any Deschutes County community members can use their services.
   d. Skatvold asked if COCC students have free access to East Cascades Transit and whether they are required to present student identification cards to bus drivers.
      i. Hamlin confirmed that students have free access. The buses used to require a bus pass and later accepted student IDs. The service is now free for everyone to use, students or otherwise.
   e. Hamlin shared information about the Center for Advancing Faculty Excellence (CAFE) housed in the lower floor of Barber Library. A soft opening took place a few weeks prior to the meeting. CAFE allows for various faculty trainings, work-shops, orientations for new faculty members, brownbag lunch discussions, and special presentations. The room is equipped with technology that allows faculty members to attend remotely. CAFE can also be used for office hours for certain departments, including the Assessment and Curriculum Director, Disability Services, and Veterans' Services.

f.   Chesley shared that COCC was moving forward with Guided Pathways coordination. One major point they hope to receive funding for through a Title III grant is a Students' Basic Needs/Wellbeing Coordinator position to oversee the services discussed in this presentation. A decision was also recently made on how to expand the Veterans' Services Center. Some positions will also be relocated into Ochoco Hall in order to better consolidate these services into one building. These relocations are intended to be temporary with the hopes of receiving funding to expand Coats Campus Center where all of these programs could be housed for easy student access.

g.   Foote Morgan was curious if there was any data to show that students were using these services and whether they were aware of all of the services available to them. She acknowledged that these questions did not need to be answered in this meeting, but expressed desire for it to be explored further in the coming months.

   i.   Chesley was confident that the college knew how many individuals were using these services, but certain privacy restrictions have made it difficult to know more about these individuals and their demographics. Every term, the associated student government (ASCOCC) coordinates a fair that informs students of these services. She offered to learn more about how COCC promotes these programs and report back to the SSC.

h.   Foote Morgan asked whether the COCC staff members attending the meeting were confident that these programs have been effective and whether building a support services center would be necessary.

   i.   Hamlin said that centralizing services is one of the strategies that COCC has used to reduce barriers students have faced to accessing these services. Students are more likely to use these services when they are easily accessible. Time will tell if these centralization efforts have proven effective. Through word of mouth, Hamlin was confident that these programs have proven effective. She also referenced the Institutional Syllabus, a common document that all classes can refer to through the Canvas online platform. The syllabus includes a Basic Needs Resources section, as well as other student resources.

   ii. Pierce felt that the campus has been much more vibrant since the college returned to in-person instruction after the COVID-19 pandemic. More students have been in the Campus Center and other buildings, accessing services like the ASCOCC Food Bank. Only three of the programs that Chesley presented were available to COCC's students ten years ago. The college has since embraced its charge to support students outside of the classroom. Grants, private donations and government funds have made this possible. And while some programs like SNAP and vocational re-habilitation have seen lower numbers of use than other programs, Pierce suggested that this is not unusual as these programs are meant to be one-on-one work between students and staff who meet frequently. They are also resource intensive. There has been a national push for

institutions to provide more support for their students. Pierce found it to be rewarding to know that these services are allowing students to participate in their classes and on their campuses in ways they otherwise might not have been able to.

    iii. Chesley said she has seen few community colleges that do as much as COCC does for its students, nor has she seen such a variety of services from other community colleges. However, she acknowledged that COCC is not alone on this issue. Ten years ago, there was a very different philosophy on the role of higher education institutions. That philosophy focused on college-ready students. Today, part of COCC's strategic plan is to be a student-ready college. She referenced Amarillo College, who has a national reputation for their "culture of caring." The library's front lobby hosts a single-stop location dedicated to providing for students' basic needs. It looked like a normal store that anyone could walk into without feeling ashamed. She also pointed out that preparing for developmental students requires employing more knowledgeable people, which is why Alicia Moore, Vice President of Student Affairs, has been working to apply for a TRIO grant for COCC.

i. Merz asked about academic interventions. What systems does COCC's faculty have in place to work with students whose GPAs fall below a certain threshold or if they have too many absences? Are student advisors or faculty tracking these interventions?

    i. Hamlin explained that COCC has been using an early alert system for the past few years, starting with a small pilot that increased over time. A faculty member can use this system to reach out when they notice a student has been frequently absent or not turning in assignments. A message is sent to the First Year Experience department who can forward this message to different departments as appropriate, such as the advising office or Student Services. The college has also held a practice over the past four years of providing midterm grades for students. This is an informal practice that does not go on students' records, but can inform advisors if their students' grades are showing matters of concern.

j. Foote Morgan asked whether a student support center and a coordinator position could be established with or without a TRIO or Title III grant.

    i. Chesley said that a Title III grant would help provide necessary funds to create a student support center.

    ii. Foote Morgan asked if a vision for a support center was included in COCC's Title III grant application.

    iii. Hamlin said a five-year plan for a support center was included in the application. Chesley added that the grant required very detailed steps for how COCC would run a support center year-by-year.

    iv. Foote Morgan asked where the support center could be established if COCC received the Title III grant.

      v. Chesley said the ideal location would be Coats Campus Center as it is the same building where the Student Affairs office, dining hall, and various student organizations are housed. COCC would hire an architect to determine the best location and design for the center. Students would be invited to participate in the design endeavor. The Title III grant money would not be presented all at once, but over several installments for five years.

3. **Data Requests to be stratified by age, race, gender, veteran status, socioeconomic data if available, parental status, other demographics – Brynn Pierce**
   a. Skatvold explained that the plan for this meeting was to discuss the results of this data as of the end of the previous academic year and COCC's previous strategic plan. While indicators for the new strategic plan are still being developed, this would give the SSC a glimpse of the information that COCC currently has.
   b. Chesley added that the previous strategic plan has some indicators in common with the new plan. The new Community Colleges Support Fund formula requires COCC to track disaggregated data on groups they consider to be under-represented as well. Each indicator is overseen by a member of COCC's Senior Leadership Team. At the Board's regular meeting in July, they would receive an update on all of the action projects from the new strategic plan. A reporting schedule will also be proposed to the Board during that meeting.
   c. Pierce pointed out that, while several different demographics could be dis-aggregated in COCC's internal dashboard, parental status was not yet available. There is legislation in process that could make it possible for Oregon colleges to ask students about their parental status in future surveys.
   d. Pierce added that each strategic plan has taught COCC staff and faculty lessons that they have applied to the next strategic plan. As the college has become a more data-savvy institution, Pierce noticed a sense of ownership and leadership develop among her colleagues.
   e. Each category would have a baseline measurement from a specific academic year, depending on the context. Some would be before the pandemic and some would be after.
   f. Chesley added that most of the measurements discussed in this meeting would change slowly over time. This requires a difficult balance of not being too conservative with goals while also not being unrealistic. COCC has access to benchmarks set by other Oregon colleges, so the intention is to be aspirational, rather than unrealistic. It may take three years to see a noticeable difference in some of the data.

   1. Goal: Student-Ready College
      a. First-to-Second Term Retention
         i. COCC's data is compared to nationally reported data.
      b. Fall-to-Fall Retention

        i. COCC's data is compared to nationally reported data.
- c. Graduation Rates and Transfer Rates
  - i. The numbers appear to be low, partially because they are calculated as two separate rates. It raises the question of how student success should be defined.

2. Goal: Access
   - a. In-District Penetration Rate
     - i. Focused on the tri-county area and students aged 15+. COCC also serves younger students through youth camps and other programs.
     - ii. Both credit and non-credit populations were taken into account.
     - iii. COCC showed a higher penetration rate before the pandemic. This rate has not yet shown signs of recovery.
     - iv. Merz asked why this was elevated back into an institutional metric.
       1. Chesley said it is a good metric for access and COCC had not made access a strategic goal.
     - v. Merz asked if this data was broken down by county as well, noting the different demographics found in each county.
       1. Pierce said that data would be available in the future.
   - b. In-District Tuition Rate Compared to Other Oregon Community Colleges
     - i. Chesley said that COCC's goal is to remain one of the five most affordable community colleges in Oregon. COCC is considered a large community college in an expensive region of Oregon.
   - c. In-District Headcount of Underrepresented Students
     - i. This measurement is based on the Department of Education's new funding formula. It can be defined in many ways. 10% of the funding COCC receives from the State is based on the data that the college reports on who it serves.
     - ii. Demographics that will be broken down in the future for this category
       1. Race/ethnicity
       2. Adults 25+
       3. Recipients of help and Oregon Opportunity Grant
       4. Career and Technical Education students
   - d. Online course and program headcount
     - i. In-person classes
       1. 59% of classes for 2023-24 academic year
       2. 54% of classes for 2022-23 academic year
     - ii. Online classes
       1. 24% of classes for 2023-24 academic year
       2. 29% of classes for 2022-23 academic year
     - iii. Hybrid classes (variety to methods for reaching students in-person and online)
       1. 16.6% of classes for 2023-24 academic year
       2. 16.1% of classes for 2022-23 academic year

iv. One of the new strategic plan goals is to have all of the support systems necessary for online courses to be available to students and faculty. There will be a clear path to completing a fully online degree.
v. Programs currently available that can be completed exclusively online
   1. Health Information Management
   2. (Most of) Computer Information Systems
   3. Business degrees
   4. An AAOT is also possible
vi. Foote Morgan asked if the Board would work to determine more specific actions that would need to be taken in order to achieve the strategic plan goals in the coming months.
   1. Chesley said they would analyze differences in data from first to second term and disaggregate different demographics of students. Over time, they would look to see if there are any notable differences and determine whether anything can be done to improve them.
   2. Foote Morgan asked whether this might be discussed at the Board's upcoming summer retreat.
   3. Chesley said it would depend on what the SSC decides their priorities would be. For example, the SSC could decide to review indicator reports and give feedback before they are presented to the Board.

3. Goal: Workforce Development – Credit and Noncredit (In the interest of time, this item was tabled for the next SSC meeting.)
   a. Classes, Certificates and Degrees
   b. Headcount
   c. Completions

4. **Purpose of the Committee – Mission/Charge – Erica Skatvold**
   a. In the interest of time, this item was tabled for the next SSC meeting.

5. **Next Steps – All**
   a. Skatvold asked Pierce to discuss the history of the Institutional Effectiveness department at the next meeting.

Next Meeting:

- **May 24th, 2024 – 2:00 – 3:30pm – Boyle Education Center Boardroom/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.