

**C OCC Board of Directors
Student Success Committee
Agenda
September 4, 2024
4:00 – 5:30 p.m.
BEC Boardroom and Zoom**

1. Approval of Minutes from June 7, 2024 Meeting – Erica Skatvold
2. Purpose of Student Success Committee – Mission/Charge – All
3. Reporting and Recommendations for the Board – Erica Skatvold
4. Next Steps – Erica Skatvold

Next Meeting: To be determined.

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

Committee Members: Erica Skatvold (Chair), Erin Merz, Erin Foote Morgan

COCC Staff: Laurie Chesley (President), Annemarie Hamlin (Vice President of Academic Affairs), Alicia Moore (Vice President of Student Affairs), Kyle Matthews (Executive Assistant)

1. Called to Order at 2:03 p.m. – Erica Skatvold
2. Approval of Minutes from May 24, 2024 Meeting – Erica Skatvold
 - a. Motion to approve the minutes.
 - i. 1st: Erin Foote Morgan
 - ii. 2nd: Erin Merz
 - iii. Motion approved unanimously.
3. Review of Student Success Data – Hamlin
 - a. Chesley reminded the Student Success Committee (SSC) that they had been sent access to a dashboard with COCC's most recent data on student success, including retention and completion rates. This data was tracked in COCC's previous strategic plan and has been included in the current strategic plan. The SSC had specifically asked about data on students' races and ethnicities, but Chesley opted to show all of the ways that the Institutional Effectiveness (IE) department had disaggregated previously.
 - b. Starting with all students registered for an academic year, a dashboard user could see first-to-second term retention, followed by Fall-to-Fall retention.
 - c. Foote Morgan asked how COCC staff chose their goals for the previous strategic plan. For example, achieving a first-to-second term retention of 80% in the next five years.
 - i. Chesley explained that, during the previous strategic plan, calculations were primarily done by COCC's then Vice President of Instruction, along with IE Director Brynn Pierce. They pulled national data and set a target they felt was reasonable. A one-year goal was considered too ambitious. (These goals were set before Chesley joined COCC, so she could not be more specific.) For the current strategic plan, the discussion has been more robust under the Senior Leadership Team (SLT), along with input from their teams and teams they've assembled, as well as heavy input from IE.
 - d. Merz asked if the Board would be receiving updates on the strategic plan indicators at their July meeting, which Chesley confirmed.
 - e. Foote Morgan asked how the COVID-19 pandemic factored into the data.

- i. Chesley acknowledged that the pandemic was a factor that has affected the data from recent years. While she did not see anything in the dashboard that particularly alarmed her, she did see areas where COCC could improve. There are some years where they could not determine what factors caused changes in rates, while other years they could speculate on why changes occurred. However, they could not determine that such factors were causal, only that they seemed to correlate. Based on her experience, Chesley did not find it to be unusual to see changes in rates every year. They can look at trends and propose theories.
- f. Skatvold asked when COCC started tracking Title III grant use.
 - i. Chesley said it was a five-year grant that concluded in 2023. It started before her time at COCC, so it likely started in 2018.
- g. Skatvold suggested that, for a future meeting, it might be helpful if they know how many students were involved in each percentage found on in the dashboard.
 - i. Chesley concurred, adding that COCC usually loses students in Fall-to-Fall and to a lesser extent in Fall-to-Winter.
- h. Foote Morgan asked if they could examine different student demographics.
 - i. Hamlin explained that when COCC was preparing for its mid-cycle report for accreditation with the Northwestern Commission on Colleges and Universities (NWCCU) in 2023, Instructional Dean Jessica Giglio did an analysis of these indicators. Hamlin shared from the summary of that analysis. The data presented was from Fall 2018 to Fall 2022.
 - ii. For race and ethnicity, Latinx students were the only non-White demographic with a large enough population from which to glean meaningful data. First-to-second term retention was below White student retention and targets, while Fall-to-Fall retention was higher. Latinx students passed college-level math and writing in the first year at lower rates than White students and have a downward trend in graduation rates, meeting targets for three years, almost meeting a fourth and not a fifth. White students have had an upward trend, generally surpassing targets.
 - iii. No significant trends were found in transfer rates, ranging from much higher in White students to as low as 4.1%.
 - 1. Foote Morgan asked to see the notes in the dashboard for transfer rates disaggregated by race and ethnicity.
 - 2. Hamlin reiterated that no significant trends were found, so no meaningful information could be gathered from this statistic. In terms of program level assessment, COCC has begun a new assessment practice that will help disaggregate some of that information. This information would be sent back to the faculty so

they could see how their students from one demographic are doing in their classes as opposed to other demographics.

- iv. Merz noted that a dashboard user can hover their cursor over a specific graph bar and see more specific numbers.
 1. Chesley and Hamlin assured the SSC that, while there was a lack of significant trends to be found in this area, they were still concerned by the data available and wanted to make sure that COCC's faculty and staff were doing their best to support all of their students.
- v. Skatvold noted that, in the past, COCC's Institutional Effectiveness (IE) department wanted to be able to see data that reflected the demographics of the Central Oregon region. And if that was not the case, they would try to determine why not.
- vi. Merz asked whether goals could be set for specific demographics of students. For example, could a goal be to increase first-to-second year retention rates for veteran students?
 1. Hamlin did not think any such distinctions had been made.
- vii. Foote Morgan noted that COCC's Latinx student population was large enough for statistical analysis and that their first-to-second term retention rates were higher than that of Caucasian students, but their rates were lower in past years. Was there any insight on what happened that caused this past year's increase?
 1. Hamlin and Chesley did not have any insight on this. Chesley noted that no changes had been made to COCC's Latinx programs during that time.
- viii. Foote Morgan asked whether this dashboard was ever discussed with COCC's faculty, noting their plans to share findings with the faculty as more data is gathered.
 1. Hamlin said that such discussions are part of the plan. This is their first year compiling such data and sharing it with the faculty. COCC's Learning Outcomes and Assessment Committee was charged with doing an analysis with the faculty. The deans will be discussing it with their department chairs, and the chairs will do so with their faculty members.
- ix. No clear pattern was found in retention rates for students age 18-24 and 25+. Students age 25+ passed college-level math classes in their first year at significantly lower rates than students age 18-24. No clear pattern was found for graduation. Transfer rates for students age 25+ have been very low, with the exception of the 2017-18 academic year.
 1. Foote Morgan asked whether students who transfer out of COCC would consider doing so to be their version of success.

2. Hamlin confirmed that those students would be considered as having met their goals.
 3. Foote Morgan went on to suggest that students age 25+ were transferring at lower rates because it was not their goal. They might be more likely to have families to take care of and therefore have different goals.
 4. Hamlin concurred.
- x. Skatvold noted that a student who enrolls at COCC and wants to qualify for financial aid would need to choose an educational pathway, whether they intend to stay on the pathway or not. In her personal experience, she had to show she was seeking a degree every time she applied for financial aid. This could skew the data somewhat because, instead of asking each student about their goals, COCC is trying to find ways to offer students the most support within the existing systems.
1. Chesley added that COCC currently does not have means to track changes in goals or programs because there is no standard means for all students to report. Her previous institution tried asking their students to complete a survey, but it did not go very well.
- xi. For gender, with the exception of 2019, too few responded with “did not answer” to draw any meaningful conclusions. In nearly all measures, women achieved at higher rates. For first-to-second term retention, the difference was 2-4%. For fall-to-fall retention, the difference was about 8%. For passing college level writing, there was a 6-10% difference. Female graduation rates were 2-10% higher. Distinctions were less clear in passing college level math, where male rates have been higher over the past two years, but have changed over time. Female students have generally had higher transfer rates, but they have also been variable.
1. Merz asked whether the data was strictly for male/female binary or if there were any other options, and whether students were students asked to identify their sex.
 2. Skatvold recalled the Board discussing adding more options for student genders in surveys.
 3. Hamlin confirmed that such changes had been implemented a few years ago and the data since then has reflected that.
 4. Moore said that COCC recently implemented a massive customization of its student information system in order to be inclusive to non-binary and transgender students. The vendor’s routine updates to the system had been delayed several times, with June 2024 being their most recent predicted time of completion. The customized updates made by COCC had caused

other difficulties in using the system, so Moore was hopeful that the vendor's updates would solve these issues.

5. Skatvold asked if there had been any expansions to categories of race and ethnicity, such as individual native tribes.
 6. Moore explained that students were given the option to identify their specific tribes if they wanted to do so in order to allow them to take advantage of Oregon's tuition reduction program.
- xii. Skatvold reminded the SSC that all of the categories are federally protected classes, so students are not required to identify with any of them.
- xiii. For veterans, the student population rate for the 2020-21 academic year was relatively small compared to previous years, which may affect trend observations. First-to-second term retention has been variable. Fall-to-Fall has either been similar or higher than that of non-veteran students. Veterans passed college-level math at lower rates early on in earlier tracked years, but in high rates in 2020 and similar to non-veterans in 2021. For college-level writing, veterans have alternated between outperforming and underperforming relative to non-veterans each year. Veteran graduation rates have been more variable than non-veterans, but have mostly met goals while transfer rates are lower for veterans.
1. Skatvold asked how many veterans are currently enrolled in COCC's aviation courses versus other courses.
 2. Hamlin said that the aviation program has the highest population of student veterans at the college. Chesley estimated it could be 75% of COCC's veteran student population.
 3. Skatvold asked if they knew the success rate of veterans graduating from the aviation program.
 4. Chesley said she would need to retrieve those numbers and report back to the SSC, but estimated that those numbers were high.
 5. Chesley said that about 6% of COCC's student body are veterans, which is a significant factor of diversity.
 6. Skatvold added that, while many of COCC's veteran students are locals, others come from outside of the region in order to enroll in the aviation program.
 7. Foote Morgan suggested that veteran students who are in the aviation program are less likely to desire to transfer.
- xiv. For financial need, first-to-second term retention of students receiving Pell grants exceeded that of other students by 1-7%. Fall-to-Fall retention was lower for Pell grant students than other students, but their numbers were higher in the past two years. Students receiving Pell grants passed

college-level math and writing at lower rates generally, but both were reversed in 2021. Pell grant students used to have a higher graduation rate than other students, but have seen a downward trend in recent years, including 8% lower in their most recent cohort. Transfer rates for Pell grant students have consistently been 4-10% lower than other students.

1. Skatvold noted that Central Oregon's high cost of living is only getting higher, and with the increased amount of requests for emergency support from students, Pell grants are only intended to cover costs for education, so that could be a factor to these numbers. Hamlin concurred.
 2. Foote Morgan asked whether Pell grant students have access to any resources that other students do not.
 3. Hamlin was unsure, but offered to examine COCC's Title III work related to math and writing, placement practices, structural changes and demographics during the time period referred to in this data.
- xv. For students' cities of residence, COCC's largest cohorts in order were Bend, out-of-district, and Redmond. Madras and Prineville may be large enough to find trends.
1. For Madras residents, rates were lower in all categories as compared to Bend residents, except for graduation rates, in which they were higher, with the exception of the 2018 cohort.
 2. For Prineville residents, results were mixed in all categories, except for transfer rates, which were much lower by comparison to Bend residents.
 3. For Redmond residents, first-to-second term retention was a little lower than that of Bend residents. Passing college-level math and transfer rates were lower most years. Passing college-level writing and graduation rates were mixed.
 4. Skatvold noted the size of each cohort, noting that lower head-counts lead to more dramatic percentages. Even if only five students were not retained, it is still important to find out why that happened and whether COCC was able to help them succeed.
- xvi. Skatvold asked whether students were able to self-identify as more than one race/ethnicity.
1. Hamlin confirmed this, adding that they would be recorded under every category they identified with.
 2. Skatvold noted that the data showing how many students did not answer questions related to racial identity, suggesting that it could have affected the results.

- xvii. Foote Morgan asked whether anyone had a different approach they wanted to take in light of COCC's new strategic plan.
1. Chesley said she recently saw how the results from this dashboard would be presented in the new strategic plan. IE was looking at a line graph that would be easier to understand. Oregon's new funding formulas called for slightly different priority populations than what was presented in today's meeting. One population that COCC was not yet tracking was Career and Technical Education (CTE) focused students, so that category will be added to the final report. She did not expect their other findings to change very much between this meeting and their presentation to the Board. Since it was still unclear what the clear answers might be, COCC was primarily intervening based on best practices and national research, rather than its own data. This will change in the future as COCC's data matures.
 2. Foote Morgan asked what other categories would be prioritized by the State's new funding formula.
 - a. Chesley recalled students age 25 and older, under-represented students, students with financial need, and possibly others.
 3. Foote Morgan asked if Chesley was confident in COCC's findings thus far.
 - a. These targets were about 5% of the State's funding formula. The State wanted to review the Community College Support Fund's formula and move toward performance-based funding, but it has not proven to be successful where it has been adopted. The State received pushback from community college presidents and CFOs and agreed to reduce their new requirements for performance funding.
 4. Foote Morgan asked when the State might be able to provide those numbers.
 5. Chesley said the funding formula was not yet in place, but expected it to be available before 2025.
 6. Foote Morgan asked if that might change any of COCC's strategic plan targets.
 7. Without having consulted with IE, Chesley suggested that COCC should adopt the State's standards. However, she still planned to discuss it with people who were more experienced in this field.
 8. Foote Morgan asked, if COCC adopted the State's suggestions, would there be pressure on the college to ensure that its smallest

demographic groups are succeeding in a different way than they might be now?

9. Chesley said that, during her time at COCC, the college has cared as much about student success as any institution she has worked for prior. She did not think a financial incentive would dramatically change how COCC operates. Some of their recent choices were in preparation for that model. She was not concerned by the idea of being held accountable to the State or the Department of Education, but she did not think that spending a significant portion of COCC's funds on performance presentation was the best model to follow as it has had a national track record of not improving student success.
 10. Skatvold suggested that financial incentives might not be as effective for people who work in higher education as it would be for people who work in the private sector.
 - i. Chesley reminded the SSC that this data is now publicly available and they can continue to review it at their leisure.
4. Purpose of Student Success Committee – Mission/Charge – Skatvold
- a. The SSC reviewed the Committee's mission and charge.
 - b. Skatvold noted the current charge: "recommended institutions" and "institutional student success indicators" are referenced. The SSC also "monitors longitudinal institutional student success indicator data." The SSC may also "be informed by factors of national best practices in community colleges, current scholarships and research on student success, availability of state and national benchmarks, and practical matters." She asked how many recommended institutional success indicators were included in COCC's new strategic plan. Are there six?
 - i. Chesley recalled discussing the new strategic plan with the Board at their September 2023 regular meeting. The SSC was not meeting before then. The previous iteration of SSC, which Skatvold was a part of, discussed the previous strategic plan. These discussions do not happen on a consistent basis, but rather when one strategic plan ends and another begins. She recalled the previous plan having six student success indicators and the new plan having only four.
 - ii. Merz said that would be an important point of clarification for the Board. These recommendations came from SLT, rather than the SSC. She asked if the question would be what the process might look like moving forward. Chesley confirmed.
 - iii. Chesley recalled the previous strategic plan included indicators for first-year students passing gateway courses in math and writing. These indicators were not included in the new plan due to concerns for the

large numbers of indicators included in the new plan. Some indicators had to be removed.

- iv. Hamlin offered to review her records to find documentation for why those particular indicators were not included in the new strategic plan.
 - v. Skatvold suggested that the SSC's process moving forward would be to review and recommend indicators for student success. Chesley concurred.
- c. Skatvold noted the charge states that the SSC would "monitor longitudinal Student Success indicator data and monitor and review other institutional measures of student success."
- i. Chesley explained that this was part of the longitudinal review that the SSC had just looked over. It includes institutional action, which had been discussed with past iterations of the Committee, as well as interventions that had been adopted in recent years. These interventions were not based on data as much as they were on best practices. The SSC may also monitor and review other measures of student success and initiatives undertaken to improve student performance. She recalled the previous Committee Chair, Oliver Tatom, wanted to examine south-County data.
 - ii. Skatvold added that the previous iteration of the SSC had questions about scholarships, emergency funds, the ASCOCC Food Pantry and other matters. Those questions had since been answered, but she wanted to review the Committee's notes to see if there were any other questions they wanted to ask.
 - iii. Circling back to "being informed by best practices, current scholarship and research on student success, and availability of state and national benchmarks," as well as "practical model matters," Skatvold asked whether there was additional information that the SSC would like to have. Did the other Committee members have any thoughts to share? If the SSC had additional meetings, what would they like to focus on?
 1. Merz said she found the SSC's work valuable as a new Board member painting a clear picture of COCC students. Moving forward, she wondered what the purpose of the SSC would be as opposed to the full Board. She has not seen regular reports on the strategic plan, its indicators and its targets. The SSC could dig deeper in their own meetings than the full Board can in their regular meetings. She also found value in learning more about the concept of student success.
 2. Skatvold concurred, noting that the Board had discussed within the past year whether the SCC still needs to function as its own committee and what its responsibilities are.

- iv. Merz asked whether committees like the SSC could exist on an “ad hoc” basis, meeting as needed when a new challenge or opportunity at COCC arises that is relative to their unique areas of oversight. Skatvold confirmed this.
- v. Foote Morgan concurred that it was important to know what the SSC should be discussing that would not otherwise be discussed by the full Board. She suggested that the Committee could be the right place to discuss interventions and new programming as a response to student performance data as needed during the middle of the academic year. She did not think a monthly meeting would be necessary if there was nothing to review. She noted that the SSC had not discussed national best practices for community colleges. She was not personally aware what scholarships are currently like for student success. There were other topics she was curious about, but was not sure it was necessary to continue regular meetings in order to do so. She was confident that the Learning Outcomes Assessment Committee was keeping up to date on national best practices. It might be valuable for the SSC to meet when new indicators might be needed, as well as an annual review of the indicators in COCC’s current strategic plan. She suggested that the SSC does not need to be discontinued, but it also does not need to meet as frequently as it has in recent months.
- vi. Chesley suggested that after the July Board meeting where COCC’s senior staff would put forward their plan for reporting for the Board’s feedback, perhaps it might be worth discussing then.
- vii. Merz concurred that the SSC’s charge should be updated to reflect that the Committee would meet on an as needed basis, and that they could meet again after July to discuss it further.
- viii. Skatvold suggested the SSC could meet annually and as needed, but also wait to see the reporting schedule before making any decisions.
- ix. Merz suggested that there may be some key milestones in the reporting that would require meeting two or three times per year. The definition of student success in higher education has evolved so much. There have been rapid developments in basic needs services at colleges and universities. The idea of weaving student success into all aspects of an institution is a relatively new idea, which she found to be a positive thing. The SSC could adapt to how COCC evolves over the year.
- x. Foote Morgan asked Chesley and Hamlin if there was any support the Board could offer them in this area of their work.
 - 1. Chesley said that a new intervention that COCC would like to try would be expensive and require a lot of effort. It could be vetted by college staff and the SSC. The Committee’s feedback would be

considered before COCC pursues this new venture, or it could be brought to the full Board if it were a major enough initiative.

- xi. Skatvold summarized for the SSC's mission/charge that the Committee would provide oversight for student success indicator recommendations before they are presented to the Board.
 - xii. Foote Morgan asked if the indicators that Skatvold referred to were the four that the SSC just discussed. Are they the targets and will they be brought to the full Board in July?
 - 1. Chesley said they are indicators and not targets, and that the targets would be presented to the Board in July. In the past, the Board has approved the indicators and seen the targets and results. COCC's senior staff have not asked the Board to approve the targets. However, they are not required to follow this procedure again. The Board may choose to approve the targets before they are implemented into the strategic plan, though it may not be necessary.
5. Next Steps – Erica Skatvold
- a. Skatvold summarized that the SSC would discuss future meeting dates after hearing the reports during the Board's regular meeting on July 10.
6. Adjourned at 3:40 p.m. – Erica Skatvold

Next Meeting: Wednesday, September 4 at 4:00 – 5:30 p.m. in the BEC Boardroom and via Zoom.