

President's Report to the Board of Education
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1. Industrial Technology Center

- a. **Programs.** A primary goal for the planned Industrial Technology Center is to be future-oriented. As such, faculty, in consultation with advisory committees and industry partners, will design curriculum and experiences that integrate content and skills in transportation, fabrication, engineering, forestry and wood technologies, computer information systems, and robotics.
- b. **Initial drawings.** We have begun the initial phase of the project, offering the preliminary design work to Mahlum Architects. (FYI, this offer does not in any way suggest that Mahlum will be awarded the eventual architectural or engineering contract.) The scope of phase 1 is for consulting services; general architectural and design guidance; and deliverables that include building and site descriptions and design, floor plan schematics, renderings that can be used in fundraising efforts, and budgetary cost estimates. We have requested the creation of flexible spaces, attention to cost effectiveness, design that fits the campus, and remodeling Lockwood as essential elements of the project. An initial meeting with Mahlum will occur this month.

2. Legislative Matters

- a. **Major bills that directly affect community colleges.** These bills are reviewed and followed by OCCA staff, who update campus leadership during weekly teleconferences and, when appropriate, request action by campuses.

HB 2028 – Transfer of academic credit: Integrates foundational curricula and unified statewide transfer agreements into Transfer Student Bill of Rights and Responsibilities.

HB 2029 – Accelerated college credit programs: Revises types of programs considered accelerated college credit programs for purpose of requirement that school districts provide accelerated college credit programs.

HB 2213 – Academic textbook affordability: Requires each community college and public university ensure that course description for every academic course offered in succeeding academic term lists all textbooks enrolled students are required to purchase.

HB 2263 – Accelerated college credit programs: Directs Department of Education, in collaboration with Higher Education Coordinating Commission, to administer Accelerated College Credit Planning Partnership Grant Program to encourage partnerships between school districts and post-secondary institutions of education to offer accelerated college credit programs.

HB 2640 – Cost for Native Americans of attending public institutions of higher education: Provides that public universities and community colleges must waive all tuition and fees for enrolled students who are members of Native American tribe historically based in Oregon.

HB 2648 – Public safety at community colleges: Permits board of community college to determine whether to establish campus police department and commission police officers.

SB 3 – Community colleges offering baccalaureate degrees: Permits community colleges to offer applied baccalaureate degree programs under specified conditions and upon receiving approval from Higher Education Coordinating Commission.

SB 4 – Higher Education: Permits merger of community college and public university.

SB 497 – Oregon Promise eligibility. Lowers high school grade point average required to participate in Oregon Promise program from 2.5 to 2.0.

SB 540 – Sexual assault policies at institutions of higher education. Requires that institutions of higher education report allegations of sexual assault to law enforcement agency.

SB 754 – Tax credit for rural nurse faculty members: Creates income tax credit for rural nurse faculty members.

SB 576 – Campus security officers: Imposes certain requirements related to private security providers who contract with institutions of higher education to provide private security services on campus and special campus security officers commissioned by governing boards of public universities.

b. **Advocacy for funding community colleges.**

OCCA has organized multiple advocacy efforts for the community colleges, including legislative visits, phone calls, and letter writing. February 1 was CTE Day at the Capitol, and the 17 community colleges provided displays and presentations on nursing, emergency services, engineering, transportation, fabrication, and more, to demonstrate the essential role of community colleges in career/technical education and workforce development as well as to advocate for the \$70M community college ask for CTE. UCC was well-represented and actively participated. March 6 and 7 are Legislative Summit days, during which the 17 community colleges will participate in a coordinated effort to send a caravan of buses of students and staff to the capitol to advocate for the \$787M funding request of the community colleges.

3. Transfer from Community Colleges to Universities

a. **HB 2998.** In 2017, Oregon House Bill 2998 was passed with the intent of improving transfer between community colleges and universities by eliminating excess credits, identifying a common foundational curriculum, and creating unified statewide agreements for major disciplines.

b. **Challenges** (Summary of Higher Education Coordinating Commission February 2019 report)

i. **Authority.**

Authority to determine curricular content resides with faculty, allowing for curricular variance that reflects institutional mission differentiation; higher education is decentralized in Oregon, with governance by independent boards; and HB 2998 does not provide a clear path to resolving institutional agreements about curriculum. As a result, when little agreement exists among the 17 community colleges and 7 universities regarding course content, major transfer maps may end up being too general and be unhelpful for students.

ii. **Workgroup design.**

1. Workgroups have, by design, been made up of representative faculty and advisors with disciplinary expertise, none of whom are empowered to negotiate changes to major requirements. (UCC has faculty representatives on the workgroups.)

2. General education has been somewhat streamlined through a tentative agreement of 30-35 credits, a small subset of all general education requirements.

The workgroups do not have expertise in general education not do they have authority over each institution's general education requirements.

iii. **Curricular variance.**

1. Courses with the same course numbers and title do not contain the same content across all community colleges or universities. This variance creates major challenges to transfer agreements that prevent the loss of credit.
2. Sometimes there is agreement about skills and content that students must master within a major, but there are differences in which courses contain those skills and content and the sequence in which the courses are taught.
3. Departments in the same discipline at different universities do not have a shared vision on what skills students must master by the junior year (e.g., some business programs require calculus and others do not).
4. Some university faculty have expressed concern over the rigor of community college courses. This issue has been addressed.

iv. **Capacity and sustainability.**

1. Rural and/or small community colleges do not have the capacity to offer all the courses identified in the major transfer maps, either due to lack of faculty or low enrollment.
2. Universities fear that greater acceptance of community college courses may lead to lower enrollments in courses at universities and decrease their available funds and consequently undermine their sustainability.

v. **Progress.**

1. Core transfer maps (CTMs). Two tentative core transfer maps have been outlined for general transfer and for STEM (Science, Technology, Engineering, Math) transfer, each with at least 8 courses (and at least 30 credits). These are broad descriptions of course requirements for students at any Oregon community college or public university who have not yet declared a major, plan to complete a bachelor's degree, and expect all the courses to transfer/meet general education requirements. Students who have identified their majors should consult major transfer maps, existing articulation agreements, existing degree maps, and/or advisors for specific general education requirements with majors.
2. Major transfer maps (MTMs). Four major transfer maps are under construction: Biology, Business, English, and Education.

4. UCC Strategic Plan

Since Board approval of the 2018-2021 Strategic Plan, the campus has taken the following actions to implement the plan:

- A year-one plan was created that identified first year priorities and assigned responsibility for each objective.
- The Senior Leadership Team (SLT) identified strategic priorities for their respective operational areas and began developing tactical plans for implementation.
- The Institutional Effectiveness Council (IEC) began work on an institutional effectiveness plan, that includes how the role of the strategic plan in effectiveness.

- The IEC developed and published an application process for funding of strategic projects (to use the funds set aside by the Board of Education last year).
- A Strategic Plan Oversight Committee was established; members include the SLT, IEC, deans, and two additional administrators. The committee will meet the 4th Tuesday of each month to review progress on and challenges with the Strategic Plan, based on strategic plan reports submitted by the third week of each month. The first meeting is scheduled for February.

5. UCC Budget

- a. The uncertainty of state funding is challenging the campus's budget development process. The governor's budget of \$543M, the current level of \$570M, and the Department of Administrative Services level of \$590M would all leave us with a significant shortfall. The budget of \$647M presented by HECC would result in no deficit and allow us to budget for strategic initiatives; the additional request of \$70M for CTE and \$70M for supporting success of under-represented and first generation students would significantly enhance our ability to serve Douglas County.
- b. We will develop multiple budget models that will include budget reductions and tuition/fee increases to address the budget shortfalls, while also being prepared to invest in strategic efforts should the full budget request be fulfilled.

6. Allied medical health college.

For almost two years, UCC has been a participant discussions regarding the possibility of creating an allied health university in Roseburg. The concept is to address the unmet need of multiple allied health areas in southern Oregon through a "grow your own" approach with the hope of training, hiring, and retaining local talent. Such a university would serve the area well and provide many opportunities for partnerships with UCC and other southern community colleges, as the proposed university would not offer any freshman and sophomore level courses. At this time, we continue to be involved in conversations to move this proposal forward.