



## President's Report to the Board of Education June 12, 2019

1. **Commencement.** UCC celebrates this year's commencement ceremony on Friday, June 14, at 6 p.m. with a combined ceremony for all graduates, which includes degree, certificate, and Adult Basic Skills. Included in the more than 550 awards are 312 associate degrees, 75 certificates, and 164 GEDs.
2. **Spirit of Umpqua Hall of Fame awards.** The "Spirit of Umpqua" Hall of Fame Award honors persons who have made significant contributions to Umpqua Community College through their actions, talents, dedication, and/or financial support. Their accomplishments advance the College, contribute to the common good, and inspire others to lead a life of service and educational advocacy. Nominations are reviewed by a campus committee and recommendations are approved by the College President. This year's inductees are Danny Lang, Perry Murray, and Vic Bridges. Their awards will be given as part of an award ceremony at Jacoby Auditorium on Monday, June 17, at 11 a.m. (Recognition of the inductees will be followed by employee service awards and then lunch.) The Board of Education is cordially invited to attend.
3. **Accreditation/Assessment.** Provost Crabtree has prepared a timeline of work to be completed in preparation for the 2022 NWCCU 7-Year Review. See Attached.
4. **Strategic Plan.** Departments are completing their data collection related to this year's strategic priorities. A half-day strategic plan retreat is scheduled for July 30. Participants represent all areas of campus and include members of the Strategic Oversight Committee (Senior Leadership Team, Institutional Effectiveness Council, deans, and two directors) plus department chairs. During the retreat, we will analyze what we've achieved, examine our goals, determine any changes that need to be made, identify priorities for 2019-2020, and assign responsibility for each action.
5. **Guided Pathways.** UCC is part of the second cohort of community colleges to participate in the Oregon Pathways Project, led by OCCA's Oregon Student Success Center. The Pathways model requires that multiple campus departments work together in an integrated fashion to guide students through college. (See the attachment at the end of my report for more information.) The tenets of the Pathways model are already integrated into our strategic plan. UCC's Pathways team will play a central role in the achievement of our strategic goals.
6. **Enrollment and Admissions.** Initial enrollment indicators for summer and fall suggest that our relatively new enrollment management system is working. Compared to last year at the same time, summer *admissions* are up 27% and fall *admissions* are up 38%. Enrollment for Spring Term (week 10) is down 6.6%. Values will continue to fluctuate as data arrives from off campus locations and non-Banner data systems, so the final numbers for the term have yet to be finalized. Also, though a connection between the snow storm and reduced spring term FTE has not been definitively established, the possibility of a connection was raised at the spring meeting of Oregon community college institutional researchers. Lane Community College, another institution experiencing a one-week shutdown as a result of the snow storm, supported the idea of a connection, citing interruptions to the enrollment process, communication, and transportation. At the time of the meeting, and by a similar percentage to ours, FTE at LCC was down compared to the prior year.

7. **Seismic Rehabilitation Grant.** UCC received \$1.8 million from the Business Oregon for seismic upgrades of the Whipple Fine and Performing Arts Building. The goal is for the work to be conducted and completed in summer 2020. Details from Jess Miller follow:

***Structural Proposed Mitigation***

- Add new in-plane shear connections between the diaphragms and the shear walls.
- Provide additional roof framing and sheathing to allow for adequate shear transfer within the roof diaphragm.
- Add new out-of-plane connections between the top of wall and floor and roof diaphragms.
- Provide blocking at panel edges and nailing to the existing floor sheathing diaphragm to increase the allowable span length and shear capacity of the diaphragm.
- Where the existing plywood shear walls are not adequate, either provide additional nailing or add an additional layer of plywood on the inside face to provide the necessary strength.
- Add new back-to-back hold on devices at the second floor to first floor levels.
- Strengthen or replace existing roof structure. Strengthening would consist of establishing properly detailed connections using steel side plates and additional through bolts. Additional structural elements maybe added.

***Non-Structural Proposed Mitigation***

- Brace storage racks, cabinets, and book shelves to structure.
- Attach and brace any mechanical equipment weighing over 20 lbs. and above 4', and all equipment over 100 lbs.
- Verify bracing of emergency lighting, power equipment, and associated wiring.
- Properly brace all existing fluid piping, ducting, and any gas piping as required.
- Verify installation of emergency shut off valves for gas utilities.
- Consult with hazardous material specialist to determine extent of hazardous material mitigation. Materials deemed hazardous and planned to be removed as part of seismic retrofit operations shall be abated by licensed professionals.
- Attach stone veneer over all exit doors to the wood walls to minimize falling

<b>Cost Estimate Summary</b>	<i>No match required</i>
Category	Cost Estimate:
Engineering	\$ 203,700
Construction Management	\$ 44,400
Construction	\$ 1,340,000
Relocation	\$ 19,300
Contingency	\$ 193,230
<b>Total Cost Estimate:</b>	<b>\$ 1,867,730</b>

8. **Cow Creek Foundation Grant.** The Cow Creek Umpqua Indian Foundation awarded \$7,400 to UCC's Adult Basic Skills program to help reduce the out-of-pocket cost of GED course tuition, practice tests, and testing fees for up to 100 of the nearly 400 students that will enroll this year.
9. **UCC Foundation Funds.** The UCC Foundation regularly responds to requests from UCC for special funding. In order to provide some predictability of funds available and to assure that the funds target

the highest priority needs, the Foundation designated \$40,000 for next year for strategic projects as approved by the UCC president.

10. **Industrial Technology Center.** The Steering Committee for the Industrial Technology Center met by videoconference with Mahlum, the architectural firm, on June 3. Mahlum presented a summary of requests from program faculty (welding, automotive, engineering, forestry, computer information systems, apprenticeships, paramedic, and fire science), providing approximate square footage and estimated costs for the requested space. The faculty are now working with administration to reduce the square footage to align needs with the anticipated budget of \$16M. Follow-up with Mahlum is expected in mid-June.
11. **Theatre renovation.** Centerstage Theater renovation is near completion. The stage is operational and ready for activity. The stage back structural wall is built and ready for activity. The room has been painted neutral gray. The teaching station has been ordered awaiting. On June 11, hanging of new curtains will be completed. Chairs have been ordered and are expected within the month.
12. **Roof Repair.** The Laverne Murphy Student Center Roof is near completion (a couple weeks past Commencement). Repairs included addressing hidden damages as well as solutions for making repairs. The continuous gutter system will be the last part to be installed. In 2021/2022, we will look at a process for prolonging the life of the flat roof.
13. **Athletics Update.**
  - 91.5% retention from winter to spring (106 out of 119)
  - 69.7% retention from Fall to Spring (106 out of 156)
  - 95 commitments for next fall, so far – the final number is expected to be twice that.
  - Taylor Stricklin, Women’s Basketball, awarded the Red Lion Hotels and Inns Scholarship by the NWAC (Regional Award)
  - Grace Campbell, Women’s Track & Field/Women’s Basketball, achieved NWAC Champion Women’s Triple Jump and NWAC Runner-up Women’s Long Jump; named Outstanding Women’s Field Event Participant of the NWAC Championship
  - Baseball promotional video: <https://www.youtube.com/watch?v=Zflv3Kp19E>
14. **Toyota T-TEN and General Automotive Programs.** During the annual budget planning and approval process, we began what is considered good practice for colleges: the review of data, budgets, staffing, statistics, and enrollment of all academic programs and support services. Currently, our T-TEN and General Automotive programs are under review due to consistently low enrollment and exceptionally high operational costs. The college is not eliminating either program at this time; however, both programs will be given one year to fully implement a recruitment and revitalization plan that includes industry partners. The status of both programs will be evaluated in January with a final decision made by mid-May as to whether or not to continue with either one or both programs.
15. **Wolf Creek Job Corps.** Job Corps, a no-cost education and career technical training program for people between the ages of 16 and 24. UCC holds an educational contract with Wolf Creek Job Corps (WCJC) Outside of Glide. WCJC has residence halls, a cafeteria, store, wellness center, and library. Its capacity is 230 students. Training at the Center includes GED, welding, carpentry, cement masonry, construction craft laborer, office administration, culinary arts, forestry conservation, and firefighting. Off-Center training includes maintenance and light repair, and certified nurse assistant. As of this

writing, Job Corps programs across the US are still in danger of being closed or, as in the case of Wolf Creek, transitioned to a contractor other than the US Forest Service. Several federal legislators, including those from Oregon, continue to challenge the federal administration's decision and they are fighting to keep the centers open. At the moment, we are continuing to fulfill our contract with Wolf Creek. Wolf Creek has multiple UCC instructors and generates over 300 FTE per year. Here are three articles you may be interested in reading.

- [https://www.nrtoday.com/news/local/north\\_county/glide/federal-changes-cause-uncertainty-about-wolf-creek-forestry-program/article\\_7c3b784b-51c2-5790-8e75-3e0670ecd34d.html](https://www.nrtoday.com/news/local/north_county/glide/federal-changes-cause-uncertainty-about-wolf-creek-forestry-program/article_7c3b784b-51c2-5790-8e75-3e0670ecd34d.html);
- [https://www.nrtoday.com/news/local/north\\_county/glide/defazio-merkley-question-overhaul-that-will-impact-wolf-creek-job/article\\_120da68a-0702-5593-9c91-41833592ef80.html](https://www.nrtoday.com/news/local/north_county/glide/defazio-merkley-question-overhaul-that-will-impact-wolf-creek-job/article_120da68a-0702-5593-9c91-41833592ef80.html);
- <https://wildfiretoday.com/2019/05/24/trump-administration-plans-to-close-9-job-corps-centers/>

16. **Legislation.** The following bills related to higher education have been signed by Governor Brown as of June 9, 2019.

- **SB 576. Kaylee's Law regarding Campus Security Personnel.** Ensure that a nationwide security check is conducted for each security officer; wear uniforms that are easily differentiated from the uniforms of an law enforcement officers (to include prominent designation as campus security or prominent use of school logo or school colors); ensure that security vehicles are clearly identified as a campus vehicle on the front of the vehicle, does not use red and blue light bars, does not use bumpers intended to ram another vehicle, and does not use cages. Retirement limitations are relaxed for police officers.
- **HB 2213. Textbook affordability.** Requires that the college establish a textbook affordability plan that has measurable goals for student savings or for a certain number of courses to be designated as using low-cost or no-cost course materials as well as steps for advertising the availability of academic courses using low-cost or no-cost course materials.
- **HB 2519. Hazing.** Requires the college to have a written policy on hazing, provide annual on-campus training for students that sets forth the harmful effects of hazing and the relevant laws and college policies that prohibit hazing, and submit an annual report to the legislature on the number of hazing incidents reported to the college and the number investigated by the college.
- **HB2571. Tuition waivers for foster children.** Foster children under age or 25 who are enrolled in credit-bearing courses and are pursuing an initial undergraduate degree have tuition and fees waived.



## ***Accreditation Timeline***

*Prepared by Kacy Crabtree  
Revisions will be made through September 2019*

### **Assumptions**

- ✓ Anticipation of a NWCCU ad hoc visit and/or report – info and deadline TBA
- ✓ Revision of budget planning and resource allocation process – discussions have begun
- ✓ Additional assessment work to be confirmed in summer 2019

### **Spring 2019**

- Finalize assessment model (academic and non-academic)
- Finalize any infrastructural issues impacting assessment and effectiveness
- Orientate faculty and staff to the assessment models
- Orientate faculty and staff to the timeline/countdown to the Year 7 report and visit
- Data Collection Pre-Phase I: Collect 2018-2019 evidence and documentation before faculty leave campus.

### **Summer 2019**

- Finalize assessment implementation and work plan for Fall 2019. A work plan is inclusive of meetings, trainings, writing sessions, and so forth.
- Engage in non-academic work and collect non-academic assessment reports.
- Strategic Plan assessment, evaluation, synthesis and close the loop
- Institutional Effectiveness Council assessment, evaluation, synthesis and close the loop

### **Fall 2019**

- Draft Annual NWCC Report
- Complete NWCCU policy checklist and notify all departments of gaps
- Deadlines for tactical and operational planning updates/revisions based on data analysis and decision making

### **Winter 2020**

- Submit Annual NWCCU Report

### **Spring 2020**

- Data Collection Phase I: Collect 2020-2021 evidence and documentation before faculty leave campus

### **Summer 2020**

- Write Draft I of the 7-year report
- Engage in and collect non-academic assessment
- Strategic Plan assessment, evaluation, synthesis and close the loop
- Institutional Effectiveness Council assessment, evaluation, synthesis and close the loop

### **Fall 2020**

- Draft Annual NWCCU Report
- Deadlines for tactical and operational planning updates/revisions based on data analysis and decision making

### **Winter 2021**

- Submit Annual NWCCU Report

### **Spring 2021**

- Data Collection Phase II: Collect 2020-2021 evidence and documentation before faculty leave campus

### **Summer 2021**

- Write Draft II of the 7-year report
- Engage in and collect non-academic assessment
- Strategic Plan assessment, evaluation, synthesis and close the loop
- Institutional Effectiveness Council assessment, evaluation, synthesis and close the loop

### **Fall 2021**

- Draft Annual NWCCUU Report
- Deadlines for tactical and operational planning updates/revisions based on data analysis and decision making

### **Winter 2022**

- Submit Annual NWCCU Report

### **Spring 2022**

- Data Collection Phase III: Collect 2021-2020 evidence and documentation before faculty leave campus

### **June 2022**

- Final work on Draft III
- Load in evidence and documentation

### **July 2022**

TBA

### **August 2022**

August 1-5: Final external/focus group readings and edits

August 8-12: Finalize final edits

August 16-19: Submission reading by President and Provost

August 26: Submit 7 year report (due August 31)



## What is the Pathways Model?

The Pathways Model is an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

### Guided Pathways Essential Practices

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

#### 1. Clarify paths to student end goals

- a) Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

#### 2. Help students choose and enter a pathway

- a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
- b) Redesign traditional remediation as an **“on-ramp” to a program of study**, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.

- c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

### 3. Help students stay on path

- a) Support students through a strong **advising** process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

### 4. Ensure that students are learning

- a) Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
- b) Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of **effective teaching practice** throughout the pathways.

## Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **Leadership** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **engagement** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **Institutional will and capacity to use data and evidence** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **Technological tools and infrastructure** appropriate to support student progress through guided pathways.
- Commitment to the level of **strategically targeted professional development** that will be required to design and implement pathways at scale.
- **Policy conditions** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **continuing action research agenda** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale.