

**President's Report to the Board of Education**  
**March 13, 2019**

- 1. Legislative Summit.** OCCA hosted a Legislative Summit on March 6 and 7. Though the agenda was disrupted due to the funeral of Secretary of State Dennis Richardson, we had several informative speakers, including Senator Rob Wagner, Chair of the Senate Education Committee; John Wykoff, Deputy Director of OCCA, who provided an update on activity at the Capitol; Representative Teresa Alonso Leon, Vice-Chair of the House Committee on Education, who gave tips on how to be persuasive when meeting with legislators; and a panel of Mark Mitsui, PCC President, Melanie Muenzer, LCC Board member, and Jeann Aarness, Chair of the Oregon Community College Student Association, who spoke about federal actions and offices that affect community colleges (Pell Grant, SNAP, National Science Foundation, Workforce Innovation and Opportunity Act, and the Office of Career, Technical, and Adult Education). On March 7, most community colleges sent vanloads/busloads of students to the Capitol. UCC had a strong group of students who participated in the gathering in front of the Capitol, the march around the Capitol, and a meeting with Senator Dallas Heard. Steve Loosley and I also met with Representative Dave Gomberg (Co-Vice-Chair of Joint Committee on Ways and Means) and Senator Lew Frederick's staff (co-chair of Joint Committee on Ways and Means Subcommittee on Education, Co-chair of Joint Committee on Student Success Subcommittee on Early Childhood Education). The Ways and Means Committee Proposed Budget was released Thursday. The recommended funding for community colleges is \$590.6M, which is short of our ask for maintaining our current service level by \$57M. Of course, we will probably not know the reality of our funding (which could be more or less than \$590.6M) until the end of June. Employees, students, Board members, and community members are requested to continue contacting legislators throughout the remainder of the session to advocate for appropriate funding for community colleges.
- 2. Industrial Technology Project.** UCC has contracted with Mahlum (architects for Tap<sup>h</sup>òyt<sup>h</sup>a' Hall) to conduct preliminary planning for the construction of a new Industrial Technology Center and the renovation of Lockwood Hall. The buildings will house fabrication (welding), transportation (automotive), manufacturing (such as wood technologies, robotics, and mechatronics), and emergency services (fire science and paramedic). Attention will be given to how the Center will interface with the current Technology Center and its programs in engineering, forestry, computer information systems, and computer science. The College is currently putting together a steering committee for the planning phase; this is a high level, visioning committee that will include Board and Foundation representation. Mahlum will have multiple meetings with the steering committee and with faculty and staff user groups. Deliverables include preliminary drawings (diagrammatic site plan, diagrammatic floor plans, preliminary elevations, and two to three renderings), sample schedule, and cost model based on estimated probable costs. Work should be completed by June with follow-up presentations if requested. This preliminary planning will position us to begin fundraising for our match to the state allocation of \$8M.
- 3. Snow.** The power outage, damage to the campus, and condition of campus roads and walkways required us to close the campus February 25 through March 2. Campus members were notified through the use of AlertSense, our emergency communications platform – which seemed to work well for informing campus members. It was especially hard to get notifications to the media due to the lack of power, internet, and phone services for employees. Of special interest is that in the Nursing Program, Student Representatives communicated through multiple methods with their classmates throughout the week of closure, helping calm and inform students.

**Academics.** Regardless of absences from campus for personal reasons or for unexpected college closures, faculty are expected to meet all course learning outcomes. Faculty members determine how they will address the time lost on an individual basis; consideration must be given to the needs of the class and progression of student learning. It would be difficult to create a format that works for all courses. Note, however, that for a closure beyond one week of college classes, the College would need to consider adjusting the academic schedule. After our recent closure, the provost, in collaboration with the academic deans, informed faculty of their obligations and options regarding courses. They were given multiple ideas and suggested techniques for utilizing online interaction, extra assignments outside of class, individual and group work, and additional meeting times for labs and classes.

**Facilities.** The campus suffered many downed and damaged trees, including one that fell on the Bookstore roof. Several mechanical system repairs are underway: motor control system, sump pump, contact relay replacement, and overcurrent device; boiler repair; and roof leak repairs. The Facilities team put in over 160 hours to remove snow from parking lots, the damaged roof, walkways, and the emergency vehicle access road; de-ice and sand parking lots and roadways; clean up brush; and cover the Bookstore roof with protective plastic. This team has our sincere gratitude for working on behalf of the college while many of us had to focus on getting our own homes back in working order. In addition, we have contracted for clean-up of trees. We are awaiting an estimate for structural damage to the Student Center and quotes for the roof repair.

**4. Director of Advancement.** This week we are interviewing three candidates for the position of Director of Advancement. Two candidates are local and one is from out-of-state. We have high hopes for these highly qualified candidates!

**5. Truck donation.** Thanks to Andy Owens' leadership and work with our Office of Continuing Ed and Workforce Development, the Foundation has received a donation of a 2015 Freightliner Cascadia auto-shift with only 19,000 miles for use with the Truck Driving program. This truck is valued around \$80,000. The truck was donated by Daimler; Mark Christie and Todd Tracy from Freightliner NW facilitated this donation on behalf of Daimler.



**6. FCEC.** As a follow-up to the March Board meeting in which the possible closure of the Ford Childhood Enrichment Center was discussed, I have been working with others to verify data and consider alternatives. The closure of the campus for a week, along with the lack of power, internet, and phone service at employees' homes during the campus closure, has resulted in a need for additional time to complete the work related to the FCEC. My discussions include consultation with external entities for their expertise, knowledge of resources, and suggestions. My goal is to have a final report and recommendation ready for the April meeting of the Board.

7. **Enrollment.** A separate enrollment report was submitted and is posted with other Board materials. Kacy Crabtree and Missy Olson will be on hand at the Board meeting to summarize and take questions.
8. **Nursing.** The Nursing Program continues to grow stronger under April Myler’s leadership. Here are facts about the program.

**Nursing Graduates**

- 25 of 40 2018 RN graduates received jobs at Mercy Medical within one month of graduation.
- NCLEX-RN pass rates, completion rates, and job attainment have increased. The NCLEX-RN (National Council Licensure Examination) is a national exam required by the Oregon State Board of Nursing for licensure, designed to assess readiness for entry-level into the Registered Nursing profession. Once the student passes the NCLEX-RN, they become licensed RNs through the OSBN. Nursing programs have historically been graded on “first-time” NCLEX-RN pass rates which must meet a minimum requirement of 85% for the cohort. Data has shown that the majority of graduates needing a second test are successful, and the OSBN will be changing the method of calculating pass rates in the near future.
- NCLEX first time pass rate was 90% or greater for the past two graduating classes.

**Student Achievement Outcomes Data**

RN Graduate Cohort	1 <sup>st</sup> Time NCLEX-RN Pass Rate	Students Completing Program	Grads Obtaining Jobs in 6-9 Months
2015	85.37%	69%	>90%
2016*	74.29%	77%	81%
2017	90.7%	80%	93%
2018	90%	80%	92.5%

*\*The year of the shooting on the UCC campus.*

**Comparison of UCC RN NCLEX Pass Rates with National Pass Rates**

UCC	Nat'l	UCC	Nat'l	UCC	Nat'l	UCC	Nat'l
2014		2015		2016		3 Year Mean	
84%	79.26%	82%	85.37%	74.29%	81.68%	81.22%	80.98%
2015		2016		2017		3 Year Mean	
85.37%	82%	81.68%	74.29%	90.7%	84.24%	83.45%	82.64%
2016		2017		2018		3 Year Mean	
74.29%	81.68%	84.24%	90.7%	90%	85.11%	84.99%	83.67%

**Current Nursing Students**

- Over 7,500 supervised clinical hours were logged fall term with our community partners.
- 80% of our students have an average GPA of 3.6
- An estimated 33% of our students are scholarship recipients.
- HESI Exit testing continues to improve with each cohort (percentages are rounded):

Scores	2016 (39 students)	2017 (46 students)	2018 (43 students)
500-599	1 - 1%	0 - 0%	0 - 0%
600-699	2 - 1%	1 - 1%	1 - 1%

700-799	11 - 28%	6 - 13%	8 - 19%
800-899	17 - 44%	20 - 43%	14 - 33%
900-999	7 - 18%	17 - 37%	10 - 23%
>1000	0 - 0%	2 - 1%	10 - 23%

HESI (Health Education Systems Incorporated) are electronic tests that closely mimic the NCLEX-RN. UCC students take a HESI exam that coincides with course content in each of the six terms of the RN program. HESI exams are great predictors for student success (including NCLEX-RN predictions), have useful data to assess individual and cohort progression, and are a safe and reliable source for testing (test banks are secure and monitored). We have a HESI growth scale that increases the benchmark scores as students move through the terms; scores are linked to students' course grades. A score of 850 is considered a strong indicator for success and is required by UCC in the final nursing course in order to sit for the NCLEX-RN.

- UCC has the highest participation in National Student Nurses' Association for Oregon community colleges.
- Nearly 1,000 community hours are served each term by our students. In fall term, students participated in multiple community projects including developing and implementing workshops for elementary, middle school, and high school aged students about infection control, preventing bullying, and how to become a nurse. One group helped promote sex trafficking awareness and was highlighted in News Review - see article. The local task force actually adopted our students' flyer to help raise awareness. [https://www.nrtoday.com/news/crime/human-trafficking-is-here-how-to-spot-it-what-s/article\\_6d328dea-5554-533a-9a55-08d0d5c7e317.html](https://www.nrtoday.com/news/crime/human-trafficking-is-here-how-to-spot-it-what-s/article_6d328dea-5554-533a-9a55-08d0d5c7e317.html)
- Second-year nursing students have logged 40+ hours mentoring first-year students this term.
- Student-led nurse orientations are provided annually for new cohorts.
- Students participate in annual Faculty Planning Retreat, faculty meetings, and other important events.

### **Nursing Faculty**

- Over 250 years of nursing specializing in Emergency Medicine, Medical/Surgical, Intensive Care, Cardiac Care, Obstetrics/Gynecology, Psychiatry, Geriatrics, Dialysis, Long-term Care, and Pediatrics, and Palliative Care.
- Over 100 years of teaching, coaching, and mentoring.
- 2/3 of FT nurse faculty are UCC Alumni.

### **Nursing Accreditation**

- UCC's Nursing Program is fully approved by the Oregon State Board of Nursing (OSBN). OSBN's accreditation site visit will occur April 8-10. Nursing programs are highly regulated and monitored in Oregon.
- National accreditation is a volunteer option in the state of Oregon. 14 of the 17 associate degree RN programs in Oregon do not have national accreditation. (The three that have national accreditation are urban – Portland and Chemeketa – or operate in two states – Treasure Valley.) Like UCC, Rogue (located in Oregon's 8<sup>th</sup> largest city) dropped their national accreditation a decade ago due to the high personnel costs required to address the administrative requirements of national accreditation. UCC has chosen to invest its nursing personnel in the success of our students rather than in administrative work.