

**President’s Report to the Board of Education  
May 13, 2020**

1. **Status.** Every day brings new surprises, and every day our faculty and staff show their adaptability and commitment to students.
  - People have worked hard to make extraordinary shifts in how we do business.
  - Communication has improved in many departments.
  - Students vary in their adaptation to the remote delivery environment; many are challenged with a lack of sufficient resources to be successful. UCC students have been invited to participate in a national survey about their college experience during the COVID-19 pandemic, so we’ll have comparative information about their perceptions.
  - We have 4 weeks left in the term, so everyone is hard at work to successfully complete courses while also preparing for summer and fall term.
  - We are implementing waitlisting for the first time; that is, if a class is full when you enroll, you are placed on an electronic waitlist so that you have dibs on the class if other students drop the class.
  - NWAC has approved worldwide recruitment and tuition waivers. We have a student from Poland lined up for WBB. We’re getting more out of area students, including a wrestler from Tennessee and a baseball player from Arizona. Students from a variety of areas with different life experiences and perspectives enrich the campus experience for everyone.
2. **State actions.** HECC, in consultation with the various sectors of higher education, is working with OHA and the Governor’s Office to finalize a plan for colleges and universities to resume more normal operations. Like the reopening of other areas of Oregon, this plan will have three phases.
3. **Federal actions.** Several legislative actions are under consideration that will provide funding to higher education and create opportunities for community colleges to provide retraining for displaced workers.
4. **Enrollment.** Though our enrollment is significantly down, our numbers are slightly better this week due to increases in adult basic skills and workforce development.

SPRING 2020 - WEEK 6		
Total FTE	Down	16.13%
Reimbursable FTE	Down	16.84%
Registered Credit Hours	Down	16.48%
Transfer/gen ed courses	Down	13.53.%
CTE courses	Down	19.39%
Apprenticeship	Down	100.00%
GED	Down	56.71%
Early Childhood	Up	62%
Learning Skills	Up	37%
Literature	Up	16%
Paralegal	Up	25%
Nursing	Up	61%
Physical Science	Up	41%

5. **Budget.** We continue to operate with multiple controls in place to mitigate the effect of this term’s enrollment decline. We are also making adjustments for next year:

- State funded agencies were directed to create a model for an 8.5% reduction to their biennium budgets. All agencies were required to post that information to their respective websites today. We anticipate that HECC’s report shows a reduction of \$1.7M for UCC.
- Because the first payment received in the 2021-2023 biennium is booked for the 2020-2021 year, we have assumed an additional \$600K reduction.
- We are hoping for the best, we are planning for the worst, including up to a 20% reduction in enrollment – which would be a \$1.2M reduction to the budget.
- The total reduction we are planning for is \$3.5M; uncertainty about funding and enrollment make it impossible to know if it’s sufficient.
- To balance the budget, we are considering multiple areas for savings: in order of possible implementation, we are looking at projects that may be postponed, efficiencies to implement, reduction in tuition waivers, currently vacant positions that will not be filled, positions to be eliminated, reduction in travel and professional development, furloughs, and pay freezes.

#### 6. Student support:

- a. **CARES Act.** The College received \$560,927 from the CARES Act to distribute to students “for the sole and exclusive purpose of providing emergency financial aid grants to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses.” We quickly put together a plan for disbursement, only to have the federal government send out multiple messages with new guidelines, restrictions, and requirements. We should be able to disburse the funds soon. For students disallowed from receiving these funds (i.e., Adult Basic Education, DACA, and international students), we are seeking other funds; the UCC Foundation and Oregon Community Foundation have committed funds, and we have applied for additional funds from The Ford Family Foundation.
- b. **Resources.** Multiple areas of campus have made an extra effort to support students this term, through funding, supplies, virtual services, and other resources:
  - i. Emergency grants from the UCC Foundation
  - ii. Food boxes, gas cards, hygiene items, and school supplies (made available by ASUCC)
  - iii. Online academic coaching
  - iv. Virtual library support
  - v. Three computer labs on campus
  - vi. Life coaching (brief personal counseling, health and wellness support, case management, and resource connection) – individual appointments and group support (this week’s Stress Management Group meeting is “Managing Your Moods”)
  - vii. Virtual career counselling – individual and workshop sessions (this week’s workshop is “Interviews and Soft Skills”)
  - viii. Pathways to Opportunity (connects students to resources available from other state agencies – SNAP, housing, child care, etc.)
- c. **Engagement.** Many opportunities have been made available to engage students in enriching and sometimes fun activities: Flash Fiction Contest, Asian and Pacific Islander Month, National Nurses Week, National Limerick Day, National Dance Like a Chicken Day, May the Force (4<sup>th</sup>) Be with You Star Wars dress up contest, Cinco de Mayo – and much, much more.