



President's Report to Board of Education
December 11, 2019
By Deb Thatcher

1. **Flightpaths to Student Success.** The Oregon Pathways Project is a statewide effort to support all 17 of Oregon's community colleges in the implementation of guided pathways, a framework that is built on national research and designed to increase completion rates and student achievement. The Oregon Student Success Center (OSSC) of the Oregon Community College Association is supporting the implementation of this framework through a cohort model. Six community colleges were in the first cohort and four are in the second; UCC is part of the second cohort.

UCC has adopted the name "Flightpaths" for our guided pathways work. The framework is centered on four pillars for student success: clarify academic paths for students, get students onto paths that meet their educational goals, keep the students on the path by providing the guidance support needed for success, and ensure that students are learning while on the path.

The work within the pillars is being led by UCC's five deans; deliverables, responsibilities, and measures of success have been identified and are aligned with UCC's strategic plan. These efforts are supported by a \$25,000 grant from the OSSC. To date, a UCC core team of ten people from academics and student services have attended two institutes provided by the OSSC, which have given team members information and tools for implementation of the guided pathways framework. The focus of this year's Flightpaths work at UCC includes:

- Mapping academic programs and paths
- Ensuring that students declare their programs or paths of study
- Redesigning developmental education
- Redesigning advising, with a focus on advising plans and faculty advising
- Implementing waitlists for registration
- Implementing academic program assessment
- Analyzing early momentum data: number of credits earned in first term and first year, completion of English and math in year one, persistence in year one, etc. – which are disaggregated by race and ethnicity

The implementation of this framework will be multiple years in the making.

2. **Nursing.** To better meet the nursing needs of the community, UCC is increasing its annual cohort from 48 to 64 students in Fall 2020. The increased tuition and fees will offset the cost of additional staff, with a zero net effect on the budget. In addition, Mercy Hospital has committed to funding a position that will allow UCC Nursing to reinstate national accreditation; details are still in development. Kudos to all those who have worked hard to make this happen!
3. **Community College Legislative Funding Request.** The 17 community colleges will collectively request \$65M in funding during the 2020 short session for CTE equipment needs. The request is part of an attempt to get ahead of an anticipated economic slowdown in the next few years so that community colleges are better prepared to meet local demand in helping people update skills to stay competitive

or to change jobs. Specific guidelines for the ask should be forthcoming, with individual college requests due in early January.

4. **Credit transfer.** House Bill 2998 in 2017 called for the development of transfer paths in order to minimize credit loss and simplify college transfer for students. With coordination by the Higher Education Coordinating Commission (HECC), faculty and other staff from universities and community colleges from around the state have developed a core transfer map (30 credits of general education) and major transfer maps for English, biology, and elementary education. (UCC had representatives of these groups.) The three major transfer maps are awaiting signatures from all the colleges and universities. The next transfer paths to be developed are criminal justice and computer science. In addition, the community colleges have all agreed to accept each other's AAOT credits without loss for students; this needs to be put into policy at each college. Also under discussion is the optimum time for students to transfer from a community college to the university; the default (and under most circumstances the best option) is for transfer to be after completion of an associate's degree.
5. **Applied baccalaureate.** A committee of HECC and community college presidents has been examining best practices for implement applied baccalaureate degrees at community colleges. The goal is to have rules approved at May's HECC meeting. In general, the process starts with a college filing with HECC a notice of intent that makes a case for the degree program; this step triggers possible feedback from other colleges regarding issues or collaboration. The next step, which may be months later, is the filing of a full proposal at a subsequent HECC meeting. HECC will approve or not; no university veto is planned. HECC will place a limit of 2-3 times a year that proposals for applied baccalaureate can come forward. Approval is need at local, state, and accreditation levels.
6. **CTE Day.** On February 5, Oregon community colleges, coordinated by OCCA, will provide a display at the state capitol building to spotlight career and technical education. OCCA has identified 8 themed areas for the display. Colleges will be invited to provide materials for at least one display. Each display will identify related programs at all colleges. Final plans for the display are underway.
7. **Diversity, Equity, and Inclusion (DEI).** UCC's work on DEI is ongoing. As required by state law, a separate report is included on our compliance progress toward meeting the requirements of the State's legislation on cultural competency.
8. **Athletics.** Chair Loosley will provide an update on the good progress at the Flegel Center!
9. **Winter Convocation and Inservice.** On January 2, the first day employees return to campus after winter break (December 23 – January 1), the College will have a convocation (meeting of all employees for updates, setting expectations, and training) and inservice (meetings centered on assessment and accreditation work).