

CRRSAA Spending

1. CARES Act funds have been well invested, with the majority of institutional funds going to instruction – technology for faculty and students, professional development, and instructional design.
2. CRRSAA will first be used to meet needs related to COVID – possibilities include more support for online/remote education (technology, professional development, instructional design); management of pandemic-related regulations and the state and federal funding related to COVID, etc.; enhanced mental health resources; plus unmet needs for PPE, signage, etc.
3. CRRSAA funds also allow us to recoup revenue lost due to COVID. Right now, it appears that we can only recoup funds lost between December 2020 and December 2021, but there is a national push to allow that time period to extend back to March 2020 when the national emergency was declared.
4. If it becomes clear from the federal rules on use of the funds that the recouped funds can be used as the college sees fit, then we will strategically invest those one-time funds in the college's future. To understand what those investments might be, I will share some of the work we've been doing to plan for the future.

College's Future.

1. **SLT Discussions.** SLT is involved in ongoing discussions about the sustainability and strengthening of the college. Five principles guide our discussions:
 - a. **Students first.** We keep front and center what supports our students in achieving their educational goals, with particular attention to the wide range of students we serve.
 - b. **Strategic plan.** The strategic plan is designed for positioning us for the future to serve our students, community, state and beyond. We will continue to work on achieving our strategic goals.
 - c. **Trends, patterns, and expectations.** We are looking at what is changing in higher ed, in the work force, in technology, and so on to continually modify the tactics we employ for strategically placing the college.
 - d. **Capacity.** WE CAN DO ANYTHING BUT WE CAN'T DO EVERYTHING, so we have to consider the most impactful ways to meet student needs and sustain the college for the future.
 - e. **Excellence.** Being "good enough" is not good enough. We must be in continuous improvement mode and push ourselves to new levels of excellence.
2. **Lessons learned from the pandemic.** Though the pandemic has been an incredibly negative force, the pandemic has also served as a catalyst for change.
 - a. Improving and expanding our online offerings is part of our strategic plan; our response to the pandemic accelerated our work in this area.
 - b. Providing faculty with technology, an instructional designer, and professional development is allowing us to move forward quickly and thoughtfully.
 - c. We are finalizing a method to collect feedback from the campus regarding what changes during the pandemic occurred in various operations on campus, what changes should be kept post-pandemic, what former practices are essential to bring back, and what new

opportunities we have to move UCC forward. Some examples of feedback, beyond how we deliver instruction, will be solicited regarding remotely conducting business of the college, equity of how we conduct college business, policy changes. This campus-wide feedback is essential for SLT to consider as we continue solidifying plans for the future.

- d. Also under consideration is a transition period for how we move from current operations to how we will operate in the future. Paramount in these discussions are employee and student sense of safety for face-to-face interaction and instruction. We recognize that many employees and students want to be back on campus while others, for various reasons, are hesitant to return. We also are mindful of the toll that current working and teaching/learning conditions have taken on employees and students.
3. **Stop.** An important part of moving forward is determining what we will stop doing. A few examples include:
 - a. **Low enrolled courses and programs.** Stop offering chronically low enrolled programs and courses. This requires an analysis of reasons for under-enrollment, examining program curricula, and considering ways to modify programs to attract additional enrollment.
 - b. **Leasing off-campus spaces.** We are looking at the feasibility of moving most off-campus operations to campus to eliminate the need for leasing space. For example, moving the apprenticeship program is underway as part of the Lockwood renovation.
 - c. **Paper-based operations.** Workflow based on paper documents is cumbersome and inefficient. We are moving to electronic forms as quickly as possible for as many processes as possible.
 4. **Start: Academics.** We are diversifying our programs, services, and market. Examples of work underway or in the near future include:
 - a. **Modalities.** We will utilize a greater range of course delivery methods. We all know F2F, online, hybrid, and flipped classrooms. Research results reveal that the interactive nature of hybrid courses (a mix of F2F and online) and flipped classes (where readings, recorded lectures, and videos are done outside of class time and class time is used for interactive learning) are especially effective, so it's important to increase use of those modalities. A couple examples of recent programs changes that reflect these modalities are:
 - Moving the second-year Fire Science program and the Criminal Justice program online
 - Moving Early Childhood Education to HybridA relatively new methodology, called HyFlex, has gained traction in the past few months across the country, including for some Oregon community colleges (such as FlexConnect at Columbia Gorge). In the HyFlex model, students may alternate between F2F, online synchronous, and online asynchronous all in the same course. The HyFlex model, as well as online, hybrid, and flipped methods require professional development and appropriate technology. The good news is that 22 of our classrooms have enhanced technology as a result of CARES Act funds, and faculty have much more technology for their individual use. We can build upon this technology to introduce HyFlex. Next week, SLT will review a request to pilot the HyFlex model in Spring term.
 - b. **Mini-terms.** "Mini" means offering a full term in a shorter time period, typically 3-5 weeks. For UCC, we will offer a four-week mini-term during which students typically only take one course, sometimes two, for the term. A mini-term may occur between or within

regular terms, and courses may be delivered online, face to face, or hybrid. A mini-term serves several purposes:

- Keeps students engaged in learning during breaks between terms.
- Appeals to students who need something shorter than an eleven week term.
- Supports students who wish to accelerate completion of their program.
- Supports student athletes who seek alternative learning formats to align with their athletic schedule.

We intend to pilot our first winter mini-term in December 2021 with five courses (PSY101, HPE295, CHEM104, CHEM112, and FA256) that have already been designed for a four week model, appeal to different majors, and can transfer. Offering mini-terms requires professional development for faculty and course redesign.

- c. **CTE.** We will strengthen and expand our CTE programs to meet existing and future workforce needs of our area and state. Our first step in this direction is to put in place a director of CTE who will work with industry and business, liaise with state CTE efforts, support faculty in program design and quality, promote and market our CTE programs, and manage the Perkins grant. Investing in this leadership is essential for our future.
 - d. **Short term credentials.** Companies such as Google and Amazon are threats to the college because of the short term credentials they offer. We will explore additional short term certificates that provide entry or advancement in selected careers. This will require new program development and new collaboration with business and industry. Possibilities exist to partner with our Workforce Development offerings.
 - e. **Apprenticeships and Internships.** We will expand apprenticeship programs into new areas and add internships, when possible, to degree programs. These efforts will require program development and revision.
 - f. **New programs.** In addition to eliminating chronically under-enrolled programs, we will develop new programs that respond to emerging and future career possibilities. Some of the areas under consideration are Artificial Intelligence, Robotics, Machine Learning, Drone-piloting, Computer Engineering, Medical Assistant/Triage, Physical Therapy Assistant, Gerontology Certificate, Pre-Med, Emergency and Disaster Management, Human Resource Certificate, and Supervision Certificate. Development of new programs requires an investment in personnel to develop and offer curriculum, establish business and industry partners, market the program, and recruit students.
 - g. **Interactive, immersive, and other technologies.** IT is exploring options beyond Zoom that have enhanced collaboration capabilities, including Microsoft Teams, Doceri, and Mersive Solstice. In addition, some academic programs are exploring virtual reality and augmented reality experiences to add value and new ways of learning to their courses. Other software is essential for streamlining other campus operations and making them more efficient and effective, such as how we do scheduling and how we annually modify the catalog. These new technologies require a financial investment for purchase and for training.
5. **Pillars.** While making changes in academics, we are working to maintain, strengthen, or build basic pillars that are documented as essential to support student and college success. These pillars

include adhering to accreditation requirements, establishing a robust first year experience program, increasing interactive learning, assessing programs, redesigning developmental education, creating and implementing a fund development plan and a community relations plan, and building strategic leadership.

Summary. The examples I've given you are just a snapshot of some of the things we are doing to move the college forward and that will require investment. As part of the budget development process, the Board asked that we find a way to create a strategic or innovation fund to support new initiatives, and we plan to do that with existing resources. Should the federal government, through the CRRSAA, allow us to recover lost revenue and use the grant funds to meet needs determined by the college, then we can enhance that strategic or innovative fund so that we can more assertively pursue new programs, new technologies, and new ways of operating that will sustain the college and make us relevant for the future.