January 17, 2014

Dear President-

As 2014 begins and the Higher Education Coordinating Commission (HECC) moves within a half-year to assuming the full responsibilities envisioned for it under legislation passed in 2013, we wanted to update you on our work and begin the process of engaging you and your board in the important decisions that the HECC will be making over the coming months and years.

Since being confirmed by the State Senate in September, the new HECC has held four meetings, including a two-day orientation and planning retreat in November. It has formed two subcommittees (one to focus on budgets and funding allocations, the other on student access and success), chartered two workgroups (each dealing with potential changes to the state’s approach to financial aid), designated a lead Commissioner for program review and approval, adopted an interim report on Credit for Prior Learning and a final report on Common Course Numbering, adopted an Equity Lens, and developed the framework for a strategic plan that will guide its approach to funding and policy recommendations for 2015-17 and beyond. The Executive Director has begun the process of recruiting and hiring for key staff positions that should be on board by July, 2014 (particularly to support those functions that are being transferred from the Chancellors’ Office of the Oregon University System), including Directors for Budget and Finance, Academic Planning and Policy, and Private Post-Secondary Education.

Two of the most important responsibilities for the HECC over the next 6-12 months are development of a consolidated higher education budget request for 2015-17 and potential modifications to the formulas that allocate state funding to community colleges and public universities. Before the end of January, you should expect to receive from us a more detailed request for your input on these topics. We will be particularly interested in receiving your advice on state budgeting and allocation strategies that can increase completion rates, diminish time to certificate or degree, and improve affordability for your students. We will ask you to take a hard look at your plans and projections for contributing to the state’s 40-40-20 goal over the next 5-10 years with an eye to the ability of your students and their families to support their participation in higher education. We expect this to be the beginning of our dialogue about the connection between state resources and student outcomes, not the last word.

In the meantime, we invite you and your board to respond to this letter by telling us a little about the institution you lead. In particular, we are interested in the following:

- What is your institution’s mission?
- What unique strengths does your institution have to help the state meet its 40-40-20 goal? What particular challenges do you face in doing so?
• How well does your current achievement compact capture the student outcomes that matter to your institution? What recommendations do you have for changing metrics included within the compact?

In addition, we invite you to designate a representative to attend our meetings and serve as a liaison from your board and administration to ours. We expect that some smaller institutions, in particular, will want to team up and share a single liaison to the HECC, and we encourage you to use the Oregon Community College Association as a resource for this. We would like to share your responses to the questions above – as well as your choice of HECC liaison -- with the full Commission before its next meeting. Please submit your responses to Angela Rico (angela.rico@state.or.us) by February 3.

As you are well aware, the structure of Oregon’s higher education system is undergoing some profound changes. Together with the Governor, we are excited about the possibilities that these changes create for (a) greater levels of coordination and cooperation among community colleges, public universities, and private post-secondary institutions; (b) clearer state and institutional focus on student success, aligned with 40-40-20; (c) more opportunities for innovation and entrepreneurship at the institutional level; and (d) higher levels of public support for and engagement in Oregon higher education. While we believe the new framework creates significant opportunities in these areas, we are aware there is much yet to be decided about how the new system will operate. As representatives of the OEIB and the HECC, we express our absolute commitment to answering these questions in close collaboration with you and other institutional leaders. While occasional tension is bound to arise in our partnership, we expect never to feel like we are working at cross-purposes. Oregon’s ability to meet our higher education goals is inextricably wrapped up in the success of your institution; likewise, your success depends to a great extent on the work of the HECC, the OEIB, and the Legislature. We look forward to a creative and productive partnership.

Yours sincerely,

Tim Nesbitt
Chair
Higher Education
Coordinating Commission

Ben Cannon
Executive Director
Higher Education Coordinating Commission

Nancy Golden
Chief Education Officer
Oregon Education Investment Board
February 11, 2014

Mr. Ben Cannon
Executive Director
Higher Education Coordinating Council
775 Court Street NE
Salem, OR 97310

Dear Mr. Cannon:

Blue Mountain Community College (BMCC) and the BMCC Board of Education is pleased to provide this response to your letter dated January 17, 2014 requesting feedback on the college mission, specific strengths and challenges, and our perspective on efficacy of achievement compacts to help the state achieve our educational attainment goals of 40/40/20.

The mission of BMCC: Blue Mountain Community College will realize its vision by providing high-quality programs for college preparation, college transfer, career/technical, workforce development, and self-improvement that will strengthen the economy and provide opportunities for personal and professional growth. The College provides dynamic and innovative programs and delivery methods in response to the changing needs of our customers: the students, businesses, industries, and communities of eastern Oregon.

The district comprises a vast rural area covering 18,026 square miles serving Baker, Morrow, and Umatilla counties. BMCC serves northeastern Oregon through its locations in Pendleton, Hermiston, Baker City, Milton-Freewater, Boardman and John Day. In addition, BMCC provides selected on-site services to the Confederated Tribes of the Umatilla Indian Reservation.

BMCC unique strengths to help the state accomplish 40-40-20 goal are tied to a focus on our students and our community. Over the past few years we have made a shift in the culture here at BMCC. Our focus on student success, strengthened by our participation in the national student success initiative Achieving the Dream, has increased tenfold and our students are definitely benefiting. We have implemented evidence-based policy/practices to increase persistence and retention including mandatory new student orientation and faculty advising; we have a student learning center; peer and professional tutoring available; and a no-late add policy. Statewide initiatives sponsored by the Department of Community Colleges and Workforce Development such as Project Win-Win and Reverse Transfer are also showing positive results in improved
degree attainment. All of these initiatives help our students be successful in their course work and increase the probability of achieving a degree or certificate. And we are seeing the benefit of these policies and practices in an increase in the number of degrees and certificates awarded to students.

BMCC also enjoys strong community partnerships. One that I know you are aware of is the Eastern Promise. Eastern Promise is a collaboration between Eastern Oregon University, the InterMountain Educational Service District, Blue Mountain and Treasure Valley community colleges, and school districts across eastern Oregon. The program creates additional opportunities for high school students to participate in college-level courses, as well as earn college-level credits while still in high school, saving money for families. We have seen expanding growth of the Eastern Promise program across our district and fully expect the success of participating high school students earning college-level credit to positively impact both high school graduation and college-going rates in our region.

BMCC is not without its particular challenges in reaching our educational attainment goals. The face of our community continues to diversify with a number of local school districts now having a Latino minority-majority. Developing successful outreach and increasing participation and success of all of our community members is a high priority for the college.

Another challenge (and strength) facing all community colleges is maintaining high quality programs that serve an ever widening variety of community, economic and business interests. BMCC has a nationally recognized Agriculture program that includes livestock, crop sciences, which are expanding into cutting-edge fields such as precision agriculture, and the commercialization of unmanned aerial vehicles. Innovations such as these require the college to invest human and capital resources to remain relevant and to be an integral part of our community economic vitality. Stepping up to expanding business/community need is a hallmark of community college adaptability and flexibility although allocating funding for new, yet untested efforts, is always one of the biggest challenges we face.

BMCC has tied the Achievement Compact to our budget process. BMCC chooses to do this by showing the relationship of our students’ achievement to the goals, objectives, and projects in the College’s Strategic Plan. Our strategic plan has dozens of activities designed to help students succeed and the projects in the plan are directly tied to the budget. The College estimates that it spends over one million dollars each year on activities that directly relate to student success activities and therefore to the goals set by the OEIB in our Achievement Compact.

The following chart is a list of goals in the Strategic Plan. Please remember that there are dozens of activities under each goal and the detailed plan itself is more than 125 pages long. Most of the goals related to student success are found in Focus Areas 2, 3, and 4 of the Strategic Plan.
### BMCC Strategic Plan Focus Areas and Related Goals

<table>
<thead>
<tr>
<th>BMCC Focus Area</th>
<th>BMCC Strategic Plan Goals</th>
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<tbody>
<tr>
<td>1: Marketing/Participation</td>
<td>1.1 Facilitate access to college programs and activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Integrate and expand marketing and recruiting.</td>
</tr>
<tr>
<td>2: Student Success</td>
<td>2.1 Enhance student support.</td>
</tr>
<tr>
<td>3: Instructional Design/Effectiveness</td>
<td>3.1 Develop a more relevant, comprehensive curriculum.</td>
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<tr>
<td>4: Community Partnerships</td>
<td>4.1 Grow community partnerships.</td>
</tr>
<tr>
<td>5: Institutional Sustainability</td>
<td>5.1 Facilitate access to college programs and activities.</td>
</tr>
<tr>
<td></td>
<td>5.2 Develop employees to their highest potential.</td>
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<td></td>
<td>5.3 Strengthen the institution through strategic planning.</td>
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<tr>
<td></td>
<td>5.4 Increase resources for financial growth and stability.</td>
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Thank you for the opportunity to comment. We here at BMCC, along with the community colleges across Oregon, are well positioned to meet the middle 40. Our greatest challenge is to protect and preserve the comprehensive mission of community colleges. The HECC can help by facilitating discussion and make its decisions with the full realization of the impacts on sustainability of all of post-secondary education.

Sincerely,

[Signature]

**Cam Preus, President**  
**Blue Mountain Community College**

2411 NW Carden Ave  |  PO Box 100, Pendleton, OR 97801  
phone: 541-278-5950 | fax 541-278-5886  
email: cam.preus@bluecc.edu

c: Andrea Henderson
The following is in response to your January 17, 2014 request for background information about COCC to assist HECC and OEIB in their educational planning and budgeting roles. I am pleased and honored to do so.

The COCC Strategic Plan is attached. It includes Mission, Vision, Values/Future Directions, Themes and Strategic Objectives. To provide you a deeper understanding of COCC, I would like to selectively highlight some of these elements and outline challenges related to some key components.

**COCC Strengths.** Quality instruction and faculty have been COCC’s hallmark for decades. There is an important balance between stability and innovation, which has sustained the institution. Of particular note is our recent foray into course redesign in developmental math instruction guided by the national model developed by Carol Twigg and the National Center for Academic Transformation. Flipped courses taught in science (lectures online as homework coupled with more traditional application in the classroom) are another strength. Career programming linked to our new Culinary Center and Technology Education Center are developing distinctive programs including Non-Destructive Testing and Entrepreneurism.

**Achievement Compacts.** While Achievement Compacts provide a useful tool for identifying goals and assessing progress, the massive number of data cells in the full compact, work counter to establishing clear focus. Many of the cells have so few potential students that change is likely more a product of randomness than priorities matched with planned intervention.

**Serving a large and diverse district.** As our mission states, we focus on both student success and community enrichment. Achieving one without the other is not success. The communities we serve cover a 10,000+ square mile service district including all of Deschutes, Crook and Jefferson Counties with small portions of Wasco and Klamath Counties. Some students in the district have driving commute time in excess of an hour to get to the main campus in Bend. To support student and community success, we have established branch campuses in Redmond, Prineville, and Madras. Citizens in La Pine and Sisters periodically request additional local services, which we are challenged to serve. While we are pleased with the growth of enrollment at the additional campuses, there are significant fiscal challenges to operate and maintain these campuses and provide the full spectrum of services needed for both student and community success. The smaller size (particularly at Madras and Prineville – 127 and 104 FTE respectively in 2012-13), carries built in inefficiencies and overhead. The commitment to mission drives our activity at these campuses; they are difficult to justify from a business perspective. Over time, commitment to these communities and to 40/40/20 demand recognition and response to the significant costs of these centers so desperately needed by these communities.

**New COCC Roles with Addition of OSU-Cascades as a Four-Year Campus.** COCC has been a positive partner with OSU for over a decade as we have collaboratively provided both short-term training and transition to a university degree. Our role and systems will need to adjust as OSU-Cascades begins to provide freshman/sophomore classes in 2015. While we believe this transition will benefit Central Oregon and the state as a whole, there will be additional challenges in
integrating our two institutions in a manner that best benefits students and sustains operations of both institutions. HECC may potentially play an important role in analyzing and responding to yet-to-be-identified state level needs and issues that may arise in this transition.

**Proportion of State Expectations Balanced with State Funding.** A substantial portion of resources (time, dollars, and planning) are influenced, if not driven, by State priorities. However, over the past five fiscal years, State funds have constituted only 14.7% of COCC’s expenditures. This often results in a disconnect between Vision/State Priorities and the fiscal realities of the institution. This will be highlighted in several places below.

**Growth Management in the CC Funding Formula.** Recognizing that State funding per FTE was eroding during the enrollment growth phase, the State Board of Education put in place “growth management” which, in effect, caps the number of students whose enrollment impacts distribution of CC Support Fund allocations. While we are in the process of moving from “enrollment-only” funding to include outcomes, funding has not kept pace with enrollment expansion, particularly for COCC where credit enrollment doubled in a four-year period. While being sensitive to appropriate moves to include outcomes in funding distribution, this growth management reality creates a disincentive to expand enrollment, particularly in areas like Adult Basic Skills where little or no tuition is charged.

**Comprehensive Services.** While COCC remains committed to comprehensive services in its Values and its Themes/Objectives (including transfer, developmental/remediation instruction including high school completion, career technical education, and lifelong learning), there is often a disconnect between that Mission and Themes/Objectives and the implied priorities of State funding.

- **Adult Basic Skills**
  
  In the current year COCC has to subsidize Adult Basic Skills out of the General Fund in the amount of $565,000. In effect, credit student tuition is subsidizing Adult Basic Skills. There is a fiscal disincentive to expand any of this programming as there is little or no tuition charged, minimal Federal support and (with Community College Growth Management) no additional income from expanded enrollment in this area. Recognizing this reality, COCC is eliminating the Adult High School Completion program next year and may need to make further cuts in the coming years.

- **Collaboration with High School and Earning of College Credit**
  
  Likewise, COCC allocates time and dollars to complete certification of high school instructor to teach college-credit generating classes in the high schools, to mentor these high school faculty, and to align curricula, there is insufficient fiscal reimbursement for these activities to create fiscal incentive for even greater attention in these areas.

- **Career Technical Training**
  
  As is understood by most, Career Technical education is considerably more expensive than general liberal arts education. Many of these programs operate at a loss or require significant additional program fee charges to students. While there is some attention to variable funding in the future to recognize this reality, if such targeted funding is accomplish only through reducing funding for general liberal arts education (a Zero Sum approach), the overall goal will not be met.

- **Student Success Support Services**
  
  Real commitment to 40/40/20 requires significant additional support for students traditionally not in the going-to-college pipeline and support for current adults who can benefit from enhanced education. These students often require substantial academic, personal, financial and other support. Again, current resources are stretched quite thin to meet these needs.

**Planning Priorities.**

OIEB and HECC have many laudable and important priorities and initiatives. However, COCC and other local campuses are struggling to respond timely and effectively to the full catalogue of initiatives. In COCC’s case, we doubled enrollment in four years (small declines in past two years) but had only about a 13% increase in faculty staffing. Administration and support staff are also stretched thin. We – both OIEB/HECC and local colleges – face the difficult challenge of addressing all that needs attention balanced with the need for focus reflecting
resources. I have a reputation as the “State metaphor guy.” In that direction, we often feel like we are simultaneously painting every room in our house different colors using only one brush. We put some white paint in the bathroom, run to the garage to clear the brush, dab on some tan in the bedroom, clean the brush again, add some rose paint in the kitchen, clean the brush again, and return to the bathroom not sure where we left off with the white paint. Clear focus, successful completion, and then moving on to the next project will support a sense of progress and possibility rather than trying to do it all at once.

Thank you all for your leadership and willingness to address challenging issues.
CENTRAL OREGON COMMUNITY COLLEGE

Our Mission

Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.

Our Vision

To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

Values and Future Directions

Student Focused in All That We Do        Reputation
Open Door Philosophy                    External Connections
Caliber of Faculty and Staff            Internal Connections
Diversity                               Campus Traditions
Comprehensive Services                  Work/Life Balance
Innovation                              


## Institutional Sustainability

Students will have the opportunity to be successful because the College has planned and invested appropriately to ensure high quality programs, services and facilities that support student learning and educational achievement.

<table>
<thead>
<tr>
<th>IS.1</th>
<th>Expand and refine data, research and assessment systems and infrastructure to support student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS.2</td>
<td>Increase meaningful partnerships to improve COCC’s effectiveness and positive impact in the region.</td>
</tr>
<tr>
<td>IS.3</td>
<td>Develop a scalable approach to assessing student learning at the degree, program and course levels.</td>
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<tr>
<td>IS.4</td>
<td>Explore and strategically pursue funding options, both traditional and alternative, to ensure fiscal sustainability.</td>
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<tr>
<td>IS.5</td>
<td>Further develop and enhance employees and operational systems to ensure institutional quality and viability.</td>
</tr>
<tr>
<td>IS.6</td>
<td>Further develop and enhance facilities to ensure institutional quality and viability.</td>
</tr>
<tr>
<td>IS.7</td>
<td>Evaluate options for student housing and establish and implement a construction plan if Board endorses project.</td>
</tr>
<tr>
<td>IS.8</td>
<td>Support enrollment and success of underrepresented students.</td>
</tr>
<tr>
<td>IS.9</td>
<td>Expand access throughout the district with long-term strategies for educational services in underserved areas.</td>
</tr>
<tr>
<td>IS.10</td>
<td>Maintain student affordability while ensuring efficient and cost effective operations.</td>
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</tbody>
</table>
**Transfer & Articulation**

Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.

<table>
<thead>
<tr>
<th>TA.1</th>
<th>Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA.2</td>
<td>Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.</td>
</tr>
<tr>
<td>TA.3</td>
<td>Provide students a high-quality general education.</td>
</tr>
</tbody>
</table>

**Workforce Development**

Students will be prepared for employment through the acquisition of knowledge and discipline-specific, employability skills necessary to meet current industry needs.

<table>
<thead>
<tr>
<th>WD.1</th>
<th>Maximize support services, from entrance to completion, to promote successful completion of CTE programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WD.2</td>
<td>Deliver CTE curricula that meets current industry standards.</td>
</tr>
<tr>
<td>WD.3</td>
<td>Maintain and strengthen student opportunities in CTE programs for students to achieve program completion and employment in their area of study.</td>
</tr>
<tr>
<td>WD.4</td>
<td>Cultivate current and future industry partnerships and assist industry partners in regional economic development and job creation.</td>
</tr>
</tbody>
</table>
**Basic Skills**

Students will have academic achievements and basic learning skills necessary to participate effectively as engaged community and family members, and employees, and to succeed at the college level.

**BS.1** Students who complete English Language Learner (ELL) courses will have the skills to succeed in Adult Basic Education (ABE) and Adult Secondary Education (ASE) courses.

**BS.2** Students who complete ASE level courses will have the skills necessary to obtain the GED.

**BS.3** Students who complete ASE level courses will have the skills to succeed in credit writing and math courses.

**BS.4** Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.

**Lifelong Learning**

Lifelong Learning provides accessible, noncredit learning opportunities to our community in the areas of Enrichment, Professional Development, Technology and Wellness.

**LL.1** Broaden lifelong learning opportunities based on assessed campus, community, and industry needs.

**LL.2** Increase overall, lifelong learning participation.

**LL.3** Increase accessibility, instructional delivery, and registration options in Continuing Education.

**LL.4** Support lifelong learning for College employees by designing and advancing educational opportunities.
February 3, 2014

Higher Education Coordinating Commission
Attn: Angela Rico
775 Court Street N.E.
Salem, Oregon 97310

Dear Higher Education Coordinating Commission:

In your letter of January 17, 2014, you requested that we share information about what makes Chemeketa Community College unique in its delivery of its mission to the residents of our tri-county district. Given the short deadline, below is Chemeketa Community College’s response to that request.

1. **What is your institution’s mission?**
   Chemeketa’s vision articulates the purpose and intention of our college:
   
   *We are committed to transforming lives and communities through exceptional learning experiences.*

   Our mission statement, adopted in December 2009, serves as an amalgam of the college’s values, promises, and goals.
   
   *Chemeketa Community College values access and diversity which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from precollege to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.*

2. **What unique strengths does your institution have to help the state meet its 40-40-20 goals?**
   Over the past seven years, Chemeketa has established foundational initiatives to promote student success. Examples are:
   
   - Mandatory placement, assessment, orientation, and initial academic advising,
   - Mandatory prerequisite checking for admission into courses,
   - Implementation of an early alert system,
   - Established a First Year Experience course,
   - Administratively dropping students who do not attend classes the first week,
   - Priority registration to ensure students can continue to progress toward completing their certificate or program of study in a timely manner.

   Additionally, we have established a First-Year Experience Office which is focused on using data to inform how we make improvements to the students’ educational experience, as well as working with
our mathematics and academic transition (developmental education) faculty to make strides in improving the success of students beginning college unprepared to do college-level work. These under prepared students represent over 60% of those entering Chemeketa, and it is a significant challenge to launch them on their academic path.

An area where we have made significant investments is the collection and use of student data. In addition to capturing student intent, our early alert system focuses on the first three-weeks of each quarter to help improve student success throughout the quarter.

We have looked at programs that have a history of demonstrated success, like our award-winning TRIO, CAMP, HEP alternative high school and Early College programs, and gleaned best practices from them. These programs support, retain, graduate, and complete under-represented and low-income students at very high rates. From these programs, we have learned the importance of addressing non-academic barriers facing our students. For instance, we have a food pantry and community garden that supplies fresh produce to our students who experience food instability. We also provide over $75,000 in childcare scholarships each year to our students who are parents, as this is a significant barrier that hinders students from completing their educational aims at Chemeketa.

We have also used regional data to increase the college-going culture of students in our district through the development of the Chemeketa Scholars program. Students within our district who hold a 3.5 GPA or higher and successfully complete our placement requirements can attend Chemeketa tuition free. Students are also required to complete a service learning project and maintain a 3.25 GPA. In 2007, we had less than 50 high performing students attending Chemeketa. Since 2008, Chemeketa has enrolled over 1700 high achieving/low opportunity students in both lower-division transfer and career and technical programs. Currently we have over 500 Chemeketa Scholars on campus learning and enhancing the academic experience of all our students! This ground-breaking program was undertaken during the down-turn in the economy and supported by our Board of Education who knew the only way to make headway on increasing college-going behavior in our district was to make a commitment to our youth. This sparked a sense of hope and optimism among our high school students in our district where one-in-five families receive a food basket last year. Chemeketa said made a promise that if high school students in our district achieved a 3.5 GPA or higher and meet our placement requirements, we would come alongside them and help them reach their educational goal of attending college. The Chemeketa Scholars program has become a signature piece in our student success portfolio because it encourages students to set high expectations for themselves and then achieve them!

a. What particular challenges do you face in doing so?
I can say with confidence, that at Chemeketa, we have placed students and their success at the heart of our work. As a college, we do not lack the knowledge of what needs to be done. What we lack is adequate funding to bring to scale the proven research-based practices we know make a difference in the retention, progression, transfer, and completion of our students. It is not currently
possible to provide the 'wraparound' services we know the majority of our students need to be successful.

Education is a relational experience. Students require connection and support at critical points during their academic experience. When serving almost 39,000 students each year on funding that is still below the 2007-09 state support-fund level, we are challenged to meet the high expectations set before us. This funding reality does not suggest that at Chemeketa we are not laser-focused on improving student achievement and completion. It is only meant to explain the environment we work in and the limitations that yield results below what we strive to achieve and know our students and community deserve.

We believe it is important to engage students as partners in order to reach the 40-40-20 goals. There are promising practices which link financial incentives to educational attainment. We have seen good results from our student textbook loan program where students can use textbooks at no cost. They are required to have an academic plan on file and must maintain a 2.75 GPA.

3. How well does your current achievement compact capture the student outcomes that matter to your institution? What recommendations do you have for changing metrics included within the compact?

Many of the Achievement Compact measures, such as successful completion of courses that are remedial are good measures; however other measures in the Achievement Compact do not provide a context to understand student progress over time. By reporting results by tracking an entering cohort of students over a period of years, we would get much better information about student progress.

Recommendations:

a. Currently, The Achievement Compact requires that we report the total number of degrees and certificates awarded in the previous and current year and that we make a target for the following year. We recommend that the number of degrees and certificates awarded be reported by student cohort to show on-time graduation.

b. Using the same logic, we recommend reporting the transfer rate of an entering student cohort who do not graduate but transfer.

c. Again using the same logic, we recommend reporting the percentage of students who earn 15 and 30 credits in the same year as they enter.

d. Since the current educational goal of Oregon (40-40-20) is expressed as a percentage, it would be more helpful if the Achievement Compact metrics were also expressed as a percentage. For example, in a period of declining enrollment and with a limited ability to impact the number of people who chose to attend Chemeketa, it would be more meaningful to set a goal of increasing the percentage of our students who earn degrees or certificates. This would more accurately show progress toward the bold, audacious goal we all are committed to achieving.
At Chemeketa, we see the aspirational goals of 40-40-20 embodied in the work we do each day to transform lives and community through exceptional learning experiences.

Respectfully,

Cheryl Roberts, Ed.D.
President & CEO
Office of the President

February 10, 2014

TO: Tim Nesbitt, Chair, Higher Education Coordinating Commission
    Ben Cannon, Executive Director, Higher Education Coordinating Commission
    Nancy Golden, Chief Education Officer, Oregon Education Investment Board

FR: Judy Ervin, Board Chair
    Joanne Truesdell, President

RE: Response to January 17, 2014 letter regarding our College

Thank you for your interest in Clackamas Community College and the role we play in our local communities. The information you have requested is outlined below.

GENERAL INFORMATION ABOUT OUR DISTRICT
Our college district serves nearly 300,000 residents and encompasses all of Clackamas County excluding Lake Oswego, Gresham-Barlow (including Damascus and Boring), and Oregon Trail School Districts (Sandy to Government Camp). 50% of our district population resides in urban/suburban areas and 50% reside in rural areas. Unemployment and median household income varies and is reflective of the State’s urban/rural differences.

Healthcare, manufacturing, transportation and health services are leading our recovery. However, employment levels are only half as much as employment levels prior to the Great Recession. In addition, full-time employment and wages continue to lag where employment and wages were in 2008.

ABOUT CLACKAMAS COMMUNITY COLLEGE
The Clackamas Community College Board of Education adopted our Mission and Core Themes to focus our work and to fulfill our statutory and accreditation requirements. The mission and core themes guide the development of our college’s three-year strategic priorities and the indicators we use to determine if we are successful in making progress toward those three-year priorities. We continue to intentionally and carefully focus on the needs of our community despite reducing our full-time employees by 100, or 25%. Positions reduced included faculty, support staff, and administrative positions. Tuition at Clackamas Community College, while lowest in the state is still an imposing $84 per credit hour. The majority of our degree seeking students attends 12 or less credit hours per term and are employed at least 32 hours per week.

Our Mission
To serve the people of the college district with high quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve.

Our core themes encompass the essential elements of our mission fulfillment.
- **Academic Transfer** - We provide education that results in successful academic transfer to a four-year institution.
• **Career and Technical Education** - We provide education and training that reflect the economic needs of the community and region and lead to successfully attaining employment or advancing in a career.

• **Essential Skills** - We provide education that supports high school completion and enhanced English language skills, and develops essential skills such as mathematics, reading and writing.

• **Lifelong Learning** – We provide diverse special events, enrichment programs, and continuing education opportunities and develop strong partnerships with our community agencies.

**COMMUNITY CONVERSATIONS – IMAGINE CLACKAMAS**

The Clackamas Community College Board of Education recently completed a broad-based community engagement initiative and survey. Nearly 3,000 people completed the survey. Engagements both face to face with local residents of each of the seven zones and also included roundtables with business representatives from the communities’ major economic sectors. An online survey rounded out the conversation.

The following resoundingly emerged from our community as the highest priorities for programs at the college:

- Degrees and Certificates that lead to careers
- Education that leads to a four-year degree
- Classes and workshops that improve job skills
- GED and High School Diplomas

In addition, our community asked us to:

- Modernize Facilities: Science, industrial technology
- Update Equipment
- Offer more career skill courses and workforce services

**Our Strengths**

In the previous five years, 111,801 unique students walked through our doors.

- 68,811 in our career technical education courses.
- 34,292 in our lower division collegiate courses.
- 11,646 in our developmental reading, writing or math courses.
- 9,556 in our adult basic skills courses (ABE, AHS, GED, ESL).
- 15,903 in our adult continuing education offerings.
- 13,356 in our personal enrichment classes offered through a wide-range of community education partners.

A look at ten plus years of enrollment history tells us that a vast majority of our transfer intent graduates go on to a four year college within 3 years of graduating CCC – 77%. (Five-year average, annual range of 73% - 80%, National Student Clearinghouse data) 90% of these go on to the same or a related major area of study. (Graduate Follow-Up data)

- 77% of our transfer intent graduates complete a four year degree (Five-year average for 2004-05 through 2008-09, National Student Clearinghouse data)

- A look at the six-year graduation rate of transfers from Oregon Community Colleges into OUS institutions shows CCC is above the state average. 74% of CCC transfer-in students
complete within the six-year graduate window for four year schools. (OUS data) The vast majority of our transfer students transfer and finish.

• When our transfer graduates are asked about the perceived educational benefits of attending CCC, 77% say we “very much” helped them be prepared for further education. 70% indicate we “very much” helped them “develop a better understanding of career goals!” (4 or 5 on a five point scale, Graduate Follow-Up data)

• 85% of our 2011-12 AAS graduates found employment, a vast majority of these within six months of graduation. 84% found this employment in a field related to their degree. 48% found this employment in Clackamas County. (Graduate Follow-Up data)

• 87% of our 2011-12 Certificate recipients found employment, a vast majority of these within six months of graduation. 72% found this employment in a field related to their degree. 40% found this employment in Clackamas County. (Graduate Follow-Up data)

• 58% of our first-time, full-time students and 35% of our first-time, part-time students persisted to the following fall compared to 60% and 41% respectively for the U.S.

• 44% of our first-time, full-time freshmen graduate or transfer within 150% of time.

**ADDRESSING COMMUNITY NEEDS**

It is clear that our community looks to Clackamas Community College for education and training leading to family wage jobs. 84% of respondents in a recent survey felt CCC is doing a very good to excellent job. Over 70% of our district either attended CCC or know a family member/relative who has earned credit or received services. It is also clear that our business and community identifies the need for modernized facilities in sciences and industrial technology. The CCC Board of Education is in the preparatory phase to determine a referral for a local bond levy.

To address programs and services, a substantial infusion of funds is needed to address our reduction of 25% of our full-time workforce over the previous five-years,
1) Our mission is to build an educational community that provides open access to quality learning opportunities that prepare the people of our region for productive participation in civic, cultural, social and economic life.

2) CCC has the only Maritime Science Department in Oregon. The program offers certificates and an AAS degree. Maritime recently received “Training Ship Status” from the US Coast Guard (USCG) and therefore CCC is the only program in the US that does not call for additional sea time outside of the AAS degree training. Other unique strengths to help the state meet the 40-40-20 goal include:

- A strong connection with Tongue Point Job Corps’ Seamanship Program and local USCG bases for articulated coursework
- Growing College Now, Dual Enrollment and Simultaneous Enrollment programs with Oregon and Washington students. This includes CCC Faculty teaching college courses (calculus, etc.) in area high schools lacking qualified instructors
- A federally funded Fire Response and Research Center with all regional fire departments being feeders to the program which offers a Fire Science AAS degree
- Small class sizes and student-centered supports
- CCC has the highest percentage of career technical education (CTE) to transfer courses among Oregon’s 17 community colleges
- A unique historic preservation and restoration program created in partnership with the local building trades/industry
- A Nursing Program with the highest percentage licensing exam passage rate in Oregon

Challenges:

- Relatively isolated, coastal/rural location (Portland approximately 2 hours by car) with a finite enrollment base means severe challenges in a distribution formula based on enrollment
- State appropriation has been reduced by approximately 70% over the last 4 years with approximately 12% of the College’s total revenue coming from the State
- High proportion of equipment-heavy CTE programs with no State adjustment in the funding formula makes those programs difficult to sustain
- Lack of industry and medium to larger sized employers to partner with and provide alternative revenue to programs
- Lower incomes and net worth means the College Foundation is challenged to grow the donor base
- Lack of capacity for grant-writing and alternative revenue-producing activity
- Clatsop County family incomes include an overall poverty rate of 14.8%, with 24.6% of children living in poverty
- Low educational attainment rate with approximately 78% of individuals 25 years-old and over with less than a baccalaureate degree
- Natural resource regional economy doesn’t promote a college-going culture
- Lack of access to PT faculty in this rural/isolated region

Understanding that we likely share the same issues/concerns regarding the metrics of the Achievement Compacts, we will presume that our information would prove redundant.

Respectfully Submitted,

Dr. Larry Galizio  
President, Clatsop Community College
February 12, 2014

Mr. Ben Cannon, Executive Director
Higher Education Coordinating Commission
775 Court Street NE
Salem, OR 97310

Dear Mr. Cannon:

In response to your letter dated January 17, 2014, we appreciate this opportunity to work in partnership with the OEIB and HECC to have an innovative, positive impact on student success at all levels.

The mission of Columbia Gorge Community College (CGCC) is to “build dreams and transform lives while providing lifelong educational programs that strengthen our community.” From our mission, we have derived core themes of opportunities, education and partnerships that give us both qualitative and quantitative methods to measure our success in meeting our mission. Elements of our achievement compact are represented as measures in our core themes, allowing us to focus on 40-40-20 through many different lenses.

Our most unique strength in helping the state achieve its 40-40-20 goal is our Columbia Gorge Regional Center of Innovation (RCI) initiative, also designated by Governor Kitzhaber as a Regional Achievement Collaborative. The RCI addresses regional challenges identified in a series of forums hosted by USDA Rural Development and the Mid-Columbia Economic Development District. One focus is education and training - ensuring a skilled workforce and expanded access to four-year institutions. To accomplish this, we are integrating industry skill sets and real-world experience with K-20 curriculum. This is coordinated with early learning to ensure school readiness, inspire parents, and demonstrate the linkage between education and career. To expand continuing education, we are fostering dialogue with four-year institutions of Oregon and Washington to create a university consortium in the Columbia River Gorge, aligned with K-12 partners, community colleges and the workforce training system. CGCC is pleased to be taking the lead facilitator role in this initiative.

The RCI is a holistic, collaborative approach to fostering student success in the Columbia Gorge Region by focusing on leveraging partnerships and resources at all levels – pre-natal through post-baccalaureate. The RCI’s success can in part be attributed to the relationships and partnerships CGCC has cultivated throughout the years. Our relationships with our local school districts, workforce and economic development agencies, and business and industry partners is one of our strongest assets and continues to be vital to our success.
Additionally, we have partnered with school districts in Sherman and Gilliam counties on an Early College program that allows students to earn college credit while in high school. We continue to strengthen our existing partnerships with area high schools on Expanded Options and Running Start.

Our Gorge Scholars program provides an opportunity for local high school graduates with a 3.5 GPA or above (from any high school within our 7-county service district) to receive up to two years of free tuition at CGCC. Since scholars do not have to be financial aid eligible, we believe this incents both high performing students and those who did not believe college was an option.

While our rural location can be an advantage, it can also be a challenge. Last year, 86% of our students receiving financial aid were Pell Grant eligible. The on-time graduation rates for the main high schools in our taxing district (North Wasco County School District and Hood River County School District) are 68% and 80%, respectively, representing two very distinct counties with distinct needs. Approximately 2/3 of our students require some form of remedial education when they come to CGCC. To address some of these challenges, we’re participating in initiatives such as Achieving the Dream and Foundations of Excellence, as well as researching innovative solutions such as aligning our math curriculum with the local high schools, implementing learning communities, and taking a more comprehensive approach to placing students by using a combination of the COMPASS test and their high school transcripts.

Our achievement compact is an accurate representation of the student outcomes most important to us. We appreciate the flexibility in setting our own targets to achieve the goals within our compact. One of the challenges in the metrics is that 20% of our students come from Washington and do not transfer to OUS, which impacts our transfer rate. It is also difficult to capture the portion of the community college mission that relates to serving the community in the broader sense, through job training, community education, and the achievement of other non-certificate/degree milestones.

As a rural school, we value our relationship with the Oregon Community College Association as an advocate for all community colleges in Oregon. I have designated Dan Spatz, chief institutional advancement officer, and Lori Ufford, our chief academic and student affairs officer, to be my representatives at the HECC administrative meetings. Dan or Lori will attend with Dr. Ernie Keller, our OCCA Board representative. While all activities in support of the OEIB and the HECC are coordinated by the Office of the President, Dan, Lori and Dr. Keller are fully engaged and informed on the issues and will serve CGCC well as representatives.

We look forward to this continued dialogue and thank you for the opportunity to provide input.

Sincerely,

Dr. Frank Toda, President
on behalf of the Columbia Gorge Community College Board of Education
What is your institution’s mission?

Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community.

The College supports student success in workforce training, academic transfer, foundational skills development, and community education.

What unique strengths does your institution have to help the state meet its 40-40-20 goal? What particular challenges do you face in doing so?

Our biggest strength is that not only do we work with the middle 20 but we are also a strong part of latter 40 and the 20.

Our biggest challenge is trying to meet the 40-40-20 goals with the way the community colleges distribute capital project funding. A part of this process is the requirement of a 50% capital project local match. Many times rural and poor communities cannot afford to pass a levy for the 50% match. Hence we have poor and rich community colleges across Oregon. Hence a strong probability of unequal education, depending on what part of Oregon we live in.
How well does your current achievement compact capture the student outcomes that matter to your institution? What recommendations do you have for changing metrics included within the compact?

I would like to see the numbers of Certificates and Oregon Transfer Modules as separate amounts.

The information about transfers could be combined; e.g. transfers to four-year institutions as a number with transfer to OUS as a percentage of that.

I do think the information about DevEd Writing and Math is important, but do not grasp the value of tracking those who earn 15/30 college credits.

The most useful information is the number of transfers which is provided to us by HECC. Everything else is collected and reported to HECC by us. Indeed, it seems that these compacts could be completed by HECC and then given to colleges simply to update their target numbers.

One of the biggest challenges mentioned by my Institutional Researcher is the due date. Since it is due prior to the end of the current academic year, we have to come up with a target for next year that is based on projected numbers for the current year and only one year of actual data.
February 12, 2014

Higher Education Coordinating Commission
775 Court Street NE
Salem, OR, 97310

Dear HECC members,

This is in response to the letter received from Chair Nesbitt, Executive Director, Ben Cannon and Chief Education Officer Dr. Nancy Golden on January 26, 2014. First, we are grateful that the HECC is reaching out to community colleges, and particularly our governing boards. We appreciate that you are interested in partnering with us, learning more about community colleges and engaging us in the important and strategic decisions that will be made over the next months and years. We should tell you that this communication is not a response from the board. In order to place an item on the agenda for discussion by our board we need at least three weeks’ notice. Our board requires that all materials are provided to them six days before meetings so that they have an opportunity for review, and then as a result of their deliberations they can develop responses informed by the insights of each member and, having reached a conclusion, can speak with one voice. Unfortunately, the receipt of your request did not meet these time lines. However, it has been placed on the agenda for the March meeting. In the meantime, let me provide an administrative response to your questions.

**What is your institution’s mission?**

Lane’s stated mission is as follows: 
*Lane is the community’s college. We provide comprehensive, accessible, quality, learning-centered opportunities that promote student success.*

Embedded in this mission is the fact that community colleges serve unique communities. Local needs vary; they are not all the same. Lane was founded nearly 50 years ago to meet the higher education and workforce training needs of the community. We remain true to that comprehensive mission, providing academic transfer education, career technical and workforce training, foundational skills development, and lifelong learning and, more recently, we are a catalyst for economic revitalization in depressed parts of our district. For example, Lane’s new campus in downtown Eugene is credited for sparking well over $100 million in further growth boosting the downtown and regional economies.

By understanding the unique experiences, abilities and goals of our students, providing a liberal education approach for learning, workforce education that reflects the needs of our region and the state, ensuring access and opportunity for all students, and aligning academic and support services to support quality, progression and completion, Lane supports the mutual goals of our community and state for a thriving economy, educated citizenry and competitive workforce.
What unique strengths does your institution have to help the state meet its 40-40-20 goal? What particular challenges do you face in doing so?

Lane is totally committed to the state’s 40-40-20 goal. However, your question must be considered in the context of our mission, our community and the students we serve. Lane is a non-selective institution which means we enroll students wherever they are. We serve the most under-prepared, most under-represented, poorest and most first generation students. Our student population is very high-need, with 84% of aid recipients qualifying for Pell Grants; 75% of Lane Pell recipients qualify for the maximum Pell Grant award, meaning that the student’s Expected Family Contribution is $0 (i.e., according to the statutory Expected Family Contribution or EFC calculation, these students and families cannot afford to make any personal contribution to their educational costs from income or assets). Further, according to the Delta Project on the Financing of Post Secondary Education we are asked to serve these marginalized populations on the least investment of funds than any other part of the higher education sector. One must stop long enough to consider why we continue to spend the most on the most likely to succeed and the least on those with the most challenges. Making decisions through the equity lens requires that careful consideration is given to this issue.

You might also be interested in a recent report by the Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream. The Task Force recognizes that two-year colleges have opened the doors of higher education for low-income and working-class students as never before, and yet, community colleges often lack the resources to provide the conditions for student success. Furthermore, there is a growing racial and economic stratification between two- and four-year colleges, producing harmful consequences.

Our mission is not focused merely on degrees and certificates. As a learning-centered institution we focus on the student’s goals and community needs. Community college students and their families and employers measure success in a variety of ways-this might be a degree or certificate, a transfer to a four year university or three accounting classes to keep or enhance a current job.

That said, Lane has implemented a number of high impact practices to improve student preparation, progression and completion. Recently, the Aspen Prize for Community College Excellence announced its list of the 150 contenders for the Aspen prize. The eligible institutions hail from 37 states, and have all demonstrated strong outcomes in three areas of student success:

- rate of students’ persistence, completion, and transfer
- consistent improvement in outcomes over time
- equity in outcomes for students of all racial/ethnic and socioeconomic backgrounds

Lane was proud to be the first and only Oregon community college ever to be included.

We believe that this is a result of many initiatives underway, a few of which I will include below. All of these initiatives are integrated to achieve our primary goal: student success. Our strategic direction of Optimal Student Preparation, Progression and Completion promotes students’ progression to goal completion by knowing our students and creating needed systems, processes and learning environments and support academically underprepared students’ progression to college-level coursework by providing them with foundational skills, classes and support. Projects developed to fulfill this initiative include:
* Lane was the first Oregon college to join Achieving the Dream an evidence-based, student-centered, and results-oriented national initiative dedicated to helping community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree

* ABE to Credential: Accelerating Opportunity to fundamentally change the way adult basic education is structured and delivered at the state and individual institution levels to support student progression and completion from adult basic skills through to completion of career technical education pathways certificates and on to employment or higher-level education credentials

* CAPP Degree Audit Automation provides students, counselors and advising staff with automated progress audits to help assess student program progress and courses needed for completion

* Mandatory Online Orientation is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors

* First Year Matters (Foundations of Excellence), a comprehensive, guided self-assessment and improvement process centered on improving the first year of college (first year experience)

* Title III: Engaging Students focuses on improving persistence and success for Lane credit students through a comprehensive, integrated first-year experience

* Win Win was designed to help the 17 Oregon community colleges identify students in a particular cohort who were eligible for an AAOT degree and to address situations and reduce barriers preventing students from completing the AAOT

* CASE: Credentials, Acceleration and Support for Employment is designed to enhance student success, particularly underemployed and unemployed workers and Trade Act Adjustment eligible students, by developing and promoting career pathway programs and increasing completion rates through career coaching, employer collaboration and applying credit for prior learning

* Core to College is designed to foster long-term collaborations between higher education and K-12 entities to improve students’ college readiness and achievement

* Mandatory Online Advising is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors

* AS Oregon Degree reconfigures Lane’s current Associate of Arts Science degree into a direct transfer degree to the University of Oregon and Oregon State University with no ancillary requirements and with clear pathways to transferring with junior standing in a variety of Bachelor of Arts degree programs

* Online Learning and Educational Resources is to build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources and provide the required tools, infrastructure and professional development to use emerging technologies for expanding and assessing effectiveness of online learning and educational resources
Assessment of Learning to improve qualitative and quantitative data to help faculty improve student outcomes

Honors Program provides students with a transformative learning experience centered on scholarly inquiry, academic rigor and intellectual growth. Through challenging coursework, honors seminars, experiential learning and a capstone project, honors students develop their critical thinking skills, creativity and intellectual curiosity.

Core Learning Outcomes: to help students understand the abilities needed to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. As a result, students develop transferable skills.

Information Literacy is designed to enhance the pursuit of knowledge by preparing students to think critically and use information effectively and by helping faculty infuse information literacy into their courses.

Degree Qualifications Profile, a Lumina Foundation grant which Lane secured for the state of Oregon, focuses on what students should be expected to know and be able to do once they earn a degree at any level regardless of a student’s field of specialization.

Democracy Commitment: a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country.

Roadmap Project: Lane was selected as one of only 12 community colleges to participate in the Roadmap Project by the American Association of Colleges and Universities. The centerpiece of Lane’s project is a student Guide to Personal Success (GPS) that ties together core learning outcomes, high impact practices and degree progression and completion policies, procedures and structures that optimally support student progression and completion.

Work College is designed to enhance student success by increasing paid student employment opportunities on campus.

Center for Learning and Student Success (CLASS) a $35 million facilities project that will transform our Library to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as the campus community at-large.

In addition, Lane has initiated robust partnerships and agreements in support of 40-40-20 through:

- Early College and Career Options, a District 4j high school on Lane main campus, is serving as a pilot project for additional early college partnerships throughout Lane County.
- College Now courses are offered at more than 20 high schools in Lane’s district.
- RTEC career-technical courses not available at local high schools are offered on Lane main campus.
- Career Pathways are a series of courses that facilitate student transition from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.
As you can see, we do not need to be incentivized to do this work. We are fully committed

to our students and their learning and are engaged in moving the needle for increased

success.

The challenges associated with meeting our goals of student success are mostly related to

resources: time and money. We know what we need to do; we are already doing it but we

simply do not have sufficient resources to institutionalize these best practices to assure that

every student receives what he or she needs. For example, we are grossly under resourced

in the number of academic advisors; during our recent 43% increase in enrollment we hired

many adjunct faculty – our full time to part time ratio of faculty is a critical issue and is

simply not sustainable.

Another issue is creating understanding of what transformational change requires. While we

recognize the urgency of the work that needs to be done, effective change management

that will actually stick beyond the current plans and truly recreate the way we do our work

takes intention, will, strategies and time.

**How well does your current achievement compact capture the student outcomes that matter to your institution? What recommendations do you have for changing metrics included within the compact?**

As a member of the Oregon Education Investment Board, I am rather chagrined to say that

the Achievement Compact is largely irrelevant to our work. Lane was one of the few colleges,
prior to HB 3120, that had a committee of board members, faculty and staff engage in the
development of our compact and we have thought deeply about the purpose of the compact.
While it does give us some information about student attainment, it is not as robust as the

many other vehicles we have at Lane both for accountability and for assessing what is

happening to students and whether they are leaving Lane equipped for their next step. Our

institutional scorecard, benchmarks and accreditation process are key for both

accountability and continuous improvement. I would be happy to engage in further dialogue

about Achievement Compacts but for now will simply attach the letter from Lane’s board of

education that accompanied our first compact.

Of more utility is the Regional Achievement Collaborative process. Lane led the creation of

ConnectEd Lane County, a local coalition of school districts, institutions of public higher

education, and early childhood partners. The aim is to increase the number of local high

school graduates who are successful in higher education and life by creating a seamless and

streamlined transition between early childhood, K-12 and higher education through

partnerships and relationships with educational, community, and business partner

organizations.

Finally, you did not specifically request information but I do hope that in your deliberations

we will engage in a dialogue about student learning as opposed to simply student

attainment of a degree or certificate. The narrow completion agenda which inspired the

work going on in every community college I know, now, at the national level has been

broadened to seriously consider student learning outcomes – what should students know

and be able to do and apply to the unscripted problems they will face as they navigate an

uncertain economy and world? Associated with this is putting 40-40-20 in the context of so

what? Or for what?

Secondly, as you consider budgets and allocation formulas I ask that you fully research the

learning in other states regarding performance based funding. Community college

presidents are engaged in a vibrant and thoughtful discussion to develop systems and
methods to assure that we are supporting both access and success. We hope that we can engage in developing something that will work for Oregon and that at the same time reflects the community college mission.

Again, we appreciate the opportunity to provide this information and look forward to working with you in the future.

Sincerely,

Mary Spilde

Mary Spilde, PhD
President
Linn-Benton Community College
Response to HECC Request for Information Dated January, 17, 2014

The following are our answers to the questions you provided regarding LBCC’s Mission, unique institutional assets, and Achievement Compact. All of our answers are either drawn from previous LBCC documents and/or based on prior work.

- **What is your Institution’s Mission?**
  “To engage in an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.”
  - In order to engage in the quality and breadth of education needed to “enable all of us to participate in, contribute to, and benefit from the cultural richness and economic vitalities of our communities,” we must redesign our education delivery model in a manner that BOTH reduces the “unit cost of production” and expands the effectiveness of that model to a broader range of students. And, while it does not capture all of what we do, the principle metric of our effectiveness must be “Student Completion,” defined as the student’s documented achievement of a readily identifiable and cohesive program of study that results in a demonstrable capacity to better one’s life and to contribute back to our community. (from LBCC Strategic Plan, September 2012)
  - The Objectifiable Strategic Goals for guiding and measuring our progress are three:
    1. Increase Student Completion by 50% - (we currently document approximately 850 completions of Associates Degrees and Program Certificates). This is our “Productivity” Goal.
    2. Ensure that Completion is demographically representative of our District – results that are similarly achieved for everyone, everywhere in the District. This is our “Equity” Goal.
    3. Ensure that Completion represents a demonstrable capacity to better one’s life and to contribute back to our community – making a difference for our students and for our communities after they complete. This is our “Quality” Goal. (from LBCC Strategic Plan, September 2012)
  - In the latter part of 2013, I wrote this annotated description of our Strategic Goals:
    1. Strategic Goal #1 – Productivity: Increase Completion by 50%.
       I think it’s easy to confuse Student Success with Student Completion, to think that these are one and the same, and to subsequently use (and hear) the two terms interchangeably... But they are not the same thing. The goal is to increase our student completion rates by 50%, from somewhere around 13% to around 20%, and I believe that this is both a reasonable and necessary goal if we are to serve the needs of our communities. For this to happen, we need to ensure that every point of access has with it a tangible – and, hopefully, well worn – pathway to post-secondary completion (a degree, certificate, Oregon Transfer Module), and we should encourage the vast majority of our students to consider this pathway for themselves. But this does not mean that the other 80% of our students – those who do not choose the “completion pathway” – are in any way unsuccessful, nor does it mean that we have been
unsuccessful in serving them. Instead, we/I need to be mindful that there are many ways in which we at LBCC encourage, guide, support AND ACHIEVE success for our students, and an increased emphasis on Completion should in no way diminish these. Student Completion is an important strategic goal for us, for our State, and for our Nation…. but it is not the sole measure of student success.

2. Strategic Goal #2 – Equity: Ensure that Completion is demographically representative of our District.

I think that it’s easy to think that this is our “Diversity” goal and, in a sense, it is. But this goal is NOT only about race, ethnicity, gender, sexual orientation, and all the other variations of human “being” that we typically think of when we think of Diversity. Instead, this is where we make clear that Completion is NOT to be achieved by limiting access to those who are easier to serve, those who face fewer challenges and/or present fewer challenges for us. Academically underprepared students deserve to have the same access and opportunity for completion as those who come to us “ready to go.” Students who haven’t darkened the doors of a school for the past decade deserve the same opportunity as those who graduated from high school last week. Students with very limited resources deserve the same opportunity as those who can easily pay their own way. Students from rural logging families in eastern Linn County deserve the same opportunity as those from families of OSU professors. This is an extremely challenging goal, but one that is at the core of being a community college…. and at the core of being LBCC.

3. Strategic Goal #3 – Quality: Ensure that Completion represents a demonstrable capacity to better one’s life and to contribute back to our community.

One of the concerns about the growing focus on Completion is that it could result in our colleges lowering their academic standards in order to achieve greater numerical results. As the logic goes, if we make graduation less challenging academically then more students will graduate, and this is most certainly a possibility…. if we take our eyes off of “quality.” At LBCC our Quality goal is about ensuring that our graduates can demonstrate mastery of their program of study, whether they do so on the job, at their next institution of higher education, and/or in the contributions that they make in our communities. The establishment of clear educational outcomes – the knowledge and abilities to be developed by/in our students – combined with the freedom and support for our faculty to achieve these outcomes, and then the meaningful assessment of our students’ achievement of these outcomes is at the core of this all-important goal. In the absence of quality, a degree is just another piece of paper…. and this is not the promise of our Mission.

Finally, all of our work in pursuit of our Mission and Strategic Goals is grounded in these LBCC Values. These values “serve as the foundation that inspires our actions and unites us as a community.” (adopted January, 2104)

1. Opportunity: We support the fulfillment of potential in ourselves and each other.
2. Excellence: We aspire to the highest ideal with honesty and integrity.
3. Inclusiveness: We honor and embrace the uniqueness of every individual, and promote the free and civil expression of ideas, perspectives and cultures.
4. Learning: We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities.
5. Engagement: We openly and actively connect as students, faculty, staff and community.
What unique strengths does your institution have to help the state meet its 40-40-20 goal?

- While all of our community colleges in Oregon possess a common set of strengths that make us uniquely suited to move our state forward both educationally and economically, LBCC has taken courageous steps in addressing the “middle 40” of career and technical education. With the recent development of, and impending plans for expanding, LBCC’s Advanced Transportation Technology Center, we are taking the first steps in an institutional strategy to double our capacity to provide quality technical education for the manufacturing sector of our business community. Over the next five years (approx.), we will be expanding and modernizing our programs in Automotive Technology, Diesel/Heavy Equipment/Trucking Technology, Welding and Fabrication, Machine Tool Technology, and Mechatronics. Unique to our Automotive and Trucking programs is our expansion into alternative fuels including compressed natural gas, electric, propane, and dual fuel technologies, attracting regional and national interest and support from but the energy and transportation sectors.

- With the establishment in our area of the first new medical school in over 100 years (OHSU was founded in 1887), we are developing partnerships and expanding our health occupations program offerings to respond to and support one of the most rapidly growing and changing business sectors in our economy – Health Care. LBCC already offers over a dozen health occupations programs, in some instances serving at the teaching hub for statewide programs, and with the addition of the $16 million Health Occupations Teaching and Learning Center currently in the planning stages, we will be able to significantly enhance and expand our capacity to provide these programs.

- Our commitment of program and personnel resources to effective partnerships, both with our area school districts and with Oregon State University, provides something close to a seamless progression from K12 to 4-year completion for our area’s students.

What particular challenges do you face in doing so?

- All of these efforts require a significant investment of resources, very few of which are adequately addressed by an enrollment-only funding strategy. Advisors, program staff and resources, and program-specific facilities and equipment are crucial components to the efforts and need significant additional public support for their success.

How well does your current Achievement Compact capture the student outcomes that matter to your institution?

- I have attached a copy of our Achievement Compact and you will note that ours is significantly modified from the model provided us by the state. These changes represent movement in a direction that would more closely reflect outcomes that matter to us. Specifically, these modifications make it possible to consider our outcomes in the context of the population we serve, making it relevant and comparable to the 40-40-20 goal. In addition, we have disaggregated the data that more closely reflects that inequitable distribution of student success in our area – gender, age, school district. These are critical correlates of success in our region.
What recommendations do you have changing metrics included within the Compacts?

In addition to (or, as an alternate to) the changes we at LBCC have made in our own Achievement Compact, I would suggest that we look differently at the whole structure of these compacts so that they focus on “student achievement” and not institutional achievement. To do this, we need to develop and adopt metrics that tie K-12, community colleges, and universities together into a single enterprise dedicated to moving our SHARED students from Kindergarten to post-secondary graduation. A place to begin might be:

- A metric that targets transition from 12th grade to college/community college without remediation.
- A metric that targets transfer from community college to university with no loss of credits (by this I mean, all credits earned at the community college would transfer as fulfilling their correlate course at the receiving university).
January 31, 2014

Dear Colleagues,

Thank you for the opportunity to address a number of items related to college mission, the uniqueness of Oregon Coast Community College, achievement compacts, community college support funding strategies and overall challenges faced by our institution.

As background Oregon Coast Community College (OCCC) was established in 1987 and original and current mission is: “To provide personalized service for Individuals, for Community, and for Business and Industry.” A review of the mission was authorized by the Board of Education and subsequently a Vision and Mission Task Force has crafted refreshed vision and mission draft statements. These drafts will soon be reviewed by various stakeholders with the intent of providing input into the two documents. The initial draft vision is “Creating success and enriching lives through quality education.” This institutional goal is then supported by the initial mission statement draft of, “At OCCC we provide engaging and relevant learning experiences in a supportive, accessible and inclusive environment that inspires individuals and strengthens our community.” We anticipate a final review by the OCCC Board of Education to occur in the late spring 2014. The College represents a significant educational opportunity that supports our diverse community through quality education.

To provide background, OCCC will in the near future begin the journey of seeking independent accreditation with the Northwest Commission of Colleges and Universities. Until that time we are transitioning accreditation services from Clatsop Community College to Portland Community College. Our respective staffs are collaborating to make this change as seamless as possible for our students.

The Higher Education Coordinating Commission inquired about Achievement Compact and how the criteria reflect what OCCC values. The Achievement Compacts capture much
of what the College believes is important. Our investment as part of the small rural college consortium with Achieving the Dream coincides with the commitment to Achievement Compact criteria and contributing to 40-40-20 goals. We are presently implementing strategies and actions that address supporting a greater proportion and number of OCCC students reaching their goals.

Another attribute of our small college is the ability of staff and faculty to create meaningful and supportive relationships with students. We need to be diligent in encourage them in a significant way. Students will learn the course content, but will remember the positive relationships with OCCC employees.

I credit the Lincoln County School District superintendent and principals for being enthusiastic partners in the effort to have high school students earn college credits. We hope to increase the pipeline so that additional Expanded Options students including 5th year seniors can earn college credits and progress through additional college coursework.

One feature of our community is that there is a significant population of individuals that are placed into developmental level courses. In an effort to get students into college level courses in a more streamline manner, the College has adopted concurrent developmental writing courses. For placement in math courses, the College now includes additional sources to determine student placement. The majority of students have proven that they can be successful in a math course than is at a higher level than the course placement as identified solely by COMPASS scores.

Many of our challenges at OCCC are budgetary in nature and can be described as several “How To's”? How do we maintain current services and offerings? How can we increase capacity by expanding into strategic, new programs to support 40-40-20 and how do we achieve greater effectiveness, efficiency and equity with regards to student success. Serving our community better means to be inclusive of all that might take advantage of an education in a professional trade beyond the current programs in nursing, aquarium science, criminal justice medical assistant and nurse assistant.

The funding strategy of Adult Basic Skills presents another quandary as the amount of funding required to operate Adult Basic Skills programs exceeds the revenue generated. In addition few individuals make the transition from ABS into college level courses and even fewer persist to earn degrees or certificates.
Dual Credit (DC) presents another program of challenge. One of the “pinch points” is that relatively few instructors within the school district meet the hiring criteria of the College. Our DC application has been made to the state, but this process requires the development of 3 DC courses before approval is made. Meeting this criteria is not yet been achieved.

One potential strategy to reach 40-40-20 means increasing the capacity of the College to address the burgeoning opportunities in the marine sciences, wave energy, ocean observing initiatives, oceanographic research technologies and the marine trades. This would require approval of State matching funds for capital construction to increase the College’s infrastructure. In order to receive the State match, the College would have to pass a bond measure within a district that has challenging demographics.

Our rural setting also impacts the ability to attract and maintain a steady core of part-time instructors. Some disciplines have been traditionally difficult to hire. Such gaps force students to enroll with other institutions, thus tuition and FTE are allocated to another institution. This out-migration due to the lack of course offerings is detrimental to the College’s well-being.

By sharing the above situations, I hope that you’ll have increased awareness of the operations at rural community colleges. By addressing these areas greater movement towards 40-40-20 could occur while simultaneously benefitting local communities.

Concerning Community College Support Funding model, members of the Oregon Presidents Council are earnestly discussing the merits and impacts of different funding models and strategies. This group will meet the timeline for the proposed formula submission.

Thank you for the opportunity to provide input on these matters.

Bruce Koike

Interim President
Oregon Coast Community College
400 SE College Way
Newport, OR 97366

bkoike@occc.cc.or.us
office: (541) 867-8530
Since its founding in 1962, PCC has transformed from “a sleepy community college into a civic powerhouse and key player in the state’s ambitious effort to dramatically ratchet up the education of the workforce.” *(Portland Business Journal, June 21, 2013)*. In over 50 years of existence, PCC has served more than 1.3 million students. According to a recent survey 70% of district households include someone who has attended PCC. Of voters surveyed, 86% would recommend PCC to a friend or family member and 66% rate PCC’s performance as pretty good or excellent. These data are a strong reflection on the commitment of the faculty and staff to serving our district and meeting local needs and are consonant with our articulated mission: *Portland Community College advances the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.*

In economic terms, studies show that PCC is a terrific investment for both the state and students. For example, for every dollar that the average student invests in PCC, his or her income increases by $7.10. Similarly for every dollar of state and local tax support, taxpayers see a return of $3.60. Finally, the added income attributable to the accumulation of PCC skills amounts to $1.2 billion each year.

The passage of a $374M bond for new construction during the height of the recession underscores the district’s support for PCC and its future. These new and renovated facilities will allow PCC to continue to respond strategically to enrolment changes and industry needs, and further meet the needs of the district through partnerships with communities, colleges, high schools, service organizations and industry generally. PCC has received many accolades because of its commitment to sustainability in its construction and operational practices.

Because of our extensive array of educational opportunities, PCC and its sister community colleges play a critical role in supporting the state’s 40-40-20 goals. From providing dual credit opportunities to high school students as well as other partnerships with local school districts, PCC plays a significant role in assisting students to meet graduation requirements. Furthermore, PCC provides community members the opportunity to earn their GED. Without this support, the other two elements of the 40-40-20 initiative would be moot since the goal is reliant on high school graduates or their equivalents.

Our innovative program with Jefferson High School has changed the 10th grade attendance rate from below 50% to close to 90%. The College going rate of these students is now higher than the state average. In this effort we have served 378 students. Of these, 95% are first generation college students and 84% are from underrepresented minority groups.

Similarly, our Future Connect program has had tremendous success in improving the college going rate and success of first generation students. A partnership between the cities of Portland, Hillsboro and Beaverton, the program provides tuition and support services to cohorts of students. Funding comes from the cities as well as matching funds raised by the PCC Foundation. The most recent cohort from Hillsboro and Beaverton had a retention rate of over 90% for fall to winter terms.

In order to meet the college success aspects of the 40-40-20 initiative, PCC employs a wide variety of successful strategies. Our curricula remain current through the close relationship with business partners and their feedback as part of our advisory boards. We are able thus to remain relevant and address current and future demands. We take pride in the dynamic nature in which we can adapt to needed changes in the curriculum as well as institute new programs of study.
With around 90,000 students, we provide excellent services that enhance the retention and thus success rate of our students. For example, our guided access initiative is a commitment to our students that on the very first day of class they will be ready for their learning experience. They will have successfully registered, have financial aid, have their books and supplies, have a bus pass and have a payment plan. Whilst we do not yet have concrete data, we expect that this effort will also improve default rates.

Given the size of our district and the separate instructional sites, we endeavor to provide access to each campus through an extensive shuttle service. In addition, we are growing our distance learning efforts so that we may better leverage technology in order to reach even larger enrolments.

Following the years of explosive growth in enrolments, PCC is playing an ever increasing role in the preparation of students for 4-year degree programs at local universities. The transfer curriculum was one of the fastest growing elements of our curriculum. In helping to meet the final “40” of the 40-40-20, PCC’s role is therefore substantial. For example, it is reported that 40% of the graduating class at Portland State University has taken classes at PCC.

While we can report many successes, there remain substantial challenges. In addition, we find ourselves assuming ever increasing responsibilities as the role of the community college evolves from its initial charter. Coupled with this changing responsibility are the changes that are taking place in our society. Exponential changes in the use of technology and the changing learning styles of traditional age students demand that we adapt as necessary. Given the broad range of students in our classes, we are challenged with meeting the disparate learning styles and expectations. Implementation of technology for instruction and administrative services, whilst of tremendous value, must also be sensitive to our students.

Encouraged as we are by our partnerships with local school districts and dual credit opportunities, we remain concerned about quality and the availability of appropriately credentialed instructors. We are working closely with the schools to develop procedures whereby we can assure quality and also remain confident that our accreditation agency will approve of the method of instruction.

Like most institutions of higher education, our greatest challenge is financial. We struggle with declining state support whilst enrolments grow. In the ’11-’13 biennium our state support comprised 31% of our budget whilst in the ’07-’09 biennium our state support was 47%. As a result, we have become much more dependent on tuition and fees. In the ’11-’13 biennium tuition and fees comprised 54% of our budget, whilst in ’07-’09 the figure was 36%.

We are further hampered by the allocation formula between the community colleges in the state. Because of the cap on funded enrolments, PCC does not receive full funding for substantial numbers of students each year. Last year, for example, this number was over 5,000. A comparison of revenue per student places PCC 16th out of the 17 community colleges. Compounding this situation is the large number of technical programs offered by PCC. Because of the demands of these curricula, these programs are very expensive to offer and yet, these are the programs that are in great demand by our local employers who regularly employ students either upon graduation or even beforehand.
February 6, 2014

Mr. Ben Cannon  
Executive Director  
Higher Education Coordinating Commission  
775 Court Street NE  
Salem, OR 97310

Dear Mr. Cannon:

Rogue Community College (RCC) and the RCC Board of Education are pleased to submit this response in answer to questions outlined in your letter dated January 17, 2014, and to begin the conversation you requested about the connection between state resources and RCC’s specific student outcomes. A one-page document including data about our current enrollment, tuition, budget, demographics, faculty, staff and Board is provided for further information.

The mission of RCC is to provide quality education to help learners achieve their goals, and to support the social, civic, cultural and economic vitality of our diverse community. In support of our mission, RCC has adopted core themes (which collectively encompass RCC’s mission and represent the linkage in the college’s goals and objectives leading to mission fulfillment): Advance Student Learning, Promote Student Learning, Model Stewardship, and Strengthen Our Diverse Communities.

The specific strengths and challenges RCC has in meeting the state’s 40-40-20 goal are defined by the fact that RCC’s district largely covers the rural areas of southern Oregon, serving two counties (Josephine and Jackson). Our three main college campuses consist of the Redwood Campus in Grants Pass, the Riverside Campus in downtown Medford, and the career/technical Table Rock Campus in White City. Other learning sites include the Business Development Center and the Esther Bristol Education Center in Grants Pass, the Illinois Valley Business Entrepreneurial Center and the Illinois Valley Learning Center in Kerby, as well as the Southern Oregon Rehabilitation Center and Clinics at the Veteran’s Administration Domiciliary in Jackson County.

As previously mentioned, portions of RCC’s service area are very rural with low educational attainment and high unemployment. The unemployment rate in our region (specifically Josephine County) was 10.2 percent in November 2013 – significantly higher than in the rest of Oregon and the nation. (State of Oregon Employment Department, Labor Market Information www.qualityinfo.org). These issues create a major challenge to our attainment of 40-40-20.

One of our strengths in attaining 40-40-20 is we have been able to develop numerous substantial educational and training partnerships. Notably, RCC was complimented by the accreditation commission for our strength in multiple partnerships with local and state business and educational partners, including Southern Oregon University and the high schools within our two-county district.
We believe some of the our current achievement compact requirements are supported by our outcomes with the evidence revealing, for eight consecutive years, RCC students who transferred to Oregon universities have maintained the highest GPAs of all community college transfer students throughout their junior and senior years. The Oregon University System and CWWC provide this data annually. Additionally, the RCC departments of mathematics, writing, computer science, and business have agreed on a level of common learning outcomes, easing transfer among our community college students to universities within the state.

As another example of our strength in supporting regional attainment of 40-40-20, RCC has developed a very strong dual credit component called Early College Credit to support our district high school's goals of having their students graduate with completed college credit. This program has gained state approval and joins a growing list of community colleges in the state with that distinction.

Recognizing the continued high unemployment and low educational attainment of the rural areas we serve, RCC will need specific institutional support in addition to support received by a metro area higher education institution. Beyond the challenges most students face, RCC students require more distinct advising, coaching, and attention to overcome the type of problems associated with our high unemployment and low educational attainment rate. We would also recommend access to available and consistent shared research with up-to-date comparative data from peer institutions in the state.

We will continue to work with the Oregon Community College Association as a resource and liaison for us in Salem and at HECC. I will continue to serve as the RCC liaison along with our designated Board representative, Dr. Kevin Talbert, in attending HECC administrative meetings. Thank you for your interest in Rogue Community College.

Sincerely,

[Signature]

Peter Angstadt, Ph.D.
President

Enclosure

c Board of Education
Kori Bieber, Vice President, Student Services
Kirk Gibson, Vice President, Instructional Services
Curtis Sommerfeld, Vice President, College Services
Andrea Henderson, OCCA Executive Director
### TOTAL ANNUAL ENROLLMENT 2012-2013

- **FTE**: 5,458.44
- **Credit students (headcount)**: 11,049
- **Non-credit students**: 5,591
- **Total**: 16,640
- **Attend at Riverside Campus**: 6,018 (36.2%)
- **Attend at Table Rock Campus**: 3,106 (18.7%)
- **Attend at Redwood Campus**: 4,618 (27.7%)
- **Distance Ed/Other sites**: 8,839 (53.1%)
- **Total attendance in Jackson County**: 11,060 (66.5%)
- **Total attendance in Josephine County**: 9,141 (54.8%)

(1,523 or 9.1% attended at more than one campus)

### GENDER

- **Men**: 7,240 (43.6%)
- **Women**: 9,347 (56.4%)
- **Students not reporting**: 53 (0.3%)

### AGE

- **Less than 19**: 3,316 (19.98%)
- **19-20**: 1,530 (9.22%)
- **21-25**: 2,783 (16.77%)
- **26-30**: 1,970 (11.87%)
- **31-35**: 1,480 (8.92%)
- **36-40**: 1,129 (6.81%)
- **41-50**: 3,259 (19.63%)
- **Over 60**: 1,129 (6.80%)
- **Age not reported**: 42 (0.25%)
- **Average age (of those reporting)**: 32.00

### 2013-14 TUITION AND FEES

**TUITION**
- In-State: $91
- Out-of-State: $111
- International: $314

**FEES**
- Technology: $4 per credit/$4 per non-credit class
- College Services: $15 for 0 credits, $55 for 1-5 credits, $95 for 6-11 credits, $135 for 12+ credits
- Distance Learning: $10 per class up to 4 credits
- GED Instruction: $6 per term
- GED test fee: $155
- Non-credit classes: tuition varies
Enrollment vs. State Funding

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2013-14 Expenditures

Rogue Community College
General Fund Expenditures by Function
2013-14 Adopted Budget

- Instruction 41.99%
- Student Services 14.40%
- Instructional Support 8.91%
- Community Services 4.99%
- Contingencies 5.03%
- Plant Operations/Maintenance 8.00%
- Transfers 3.16%
- College Support Services 18.02%
- Tuition and Fees 38.48%
- State Sources 18.87%
- Beginning Fund Balance 3.42%
- Other Revenue Sources 3.01%
- Transfers in 3.01%

2013-14 Revenue

About the College


A comprehensive, two-year, public community college, RCC offers five two-year degrees, 80 career and technical training programs; a variety of workforce and short-term training, academic skills, and continuing and community education classes; plus services to the businesses community.

One of 17 community colleges in Oregon, RCC is accredited by the Northwest Commission on Colleges and Universities. RCC also is approved by the Veterans Administration as a veterans training institution.

CAMPUS and LEARNING CENTERS
- Redwood Campus, 3345 Redwood Hwy., Grants Pass, OR 97527 • 541-956-7500
- Riverside Campus, 117 S. Central, Medford, OR 97501 • 541-245-7500
- Table Rock Campus, 7800 Pacific Ave., White City, OR 97503 • 541-245-7500
- Illinois Valley Business Entrepreneurial Center, 24353 Redwood Hwy., Kerby, OR 97531 • 541-956-7277
- Illinois Valley Learning Center, 24311 Redwood Hwy., Kerby, OR 97531 • 541-956-7277 or 541-956-7455
- RCC/SOU Higher Education Center, 101 S. Bartlett St., Medford, OR 97501 • 541-552-8100 or 541-245-7500
- Small Business Development Center, 214 S.W. Fourth St., Grants Pass, OR 97526 • 541-956-7494
- Esther Bristol Education Center, Fourth and H streets, Grants Pass, OR 97526 • 541-956-7490

BOARD OF DIRECTORS
- Pat Ashley
- Kreein Talbert, Ph.D.
- Ron Fox
- Dean Wendle
- Brett Johnson
- Joseph Zagoniski, Ed.D
- Tim Johnson

ADMINISTRATION
- Dr. Peter Angstadt, president
- Karl Beyer, vice president, Student Services
- Kirk Gibson, vice president, Instructional Services; chief academic officer
- Curtis Sommerfeld, vice president, College Services; chief informational officer

FACULTY AND STAFF
- Full-time faculty 90
- Part-time faculty 637*
- * Paid part-time faculty for academic year 2012-13 in any capacity.

FINANCIAL AID AWARDS
- For academic year 2012-13, $82,467,566 in financial aid was awarded to 4,916 students.
Southwestern Oregon Community College (SWOCC) is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Founded in May 1961, the original Southwestern Oregon Community College (Southwestern) district included Coos and Western Douglas counties, with services contracted to Curry County. In 1995, Curry County was annexed into the district, doubling Southwestern’s primary service area and extending a full range of services to the California border. The Coos Campus is located on Empire Lakes in Coos Bay, and the Curry Campus is located north of Brookings, with Curry County outreach sites in Port Orford and Gold Beach. All high schools in the district provide instructional space. The Coos Campus facilities include 17 buildings that house classrooms; administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; the Oregon Coast Culinary Institute (OCCI); the Family Center; the Recreation Center; and apartment-style student housing. The Curry Campus facility is located within one building.

The College is committed to providing community members access to quality learning opportunities and cultural resources, along with helping students acquire the education and skills required by a twenty-first century regional and global workforce. Over the past 52 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, the adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to more than 10,000 students, with nearly 3,350 full-time equivalency (FTE) student enrollment in 2011-12. In addition, cultural and athletic events at the College attract 20,000 community members each year.

MISSION STATEMENT
Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

CORE THEMES AND OBJECTIVES

Learning and Achievement
1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met institutional learning outcomes

Access
1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

Community Engagement
1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the Foundation in support of the College

Sustainability
1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction.

Southwestern has many unique strengths that can help the state reach its 40-40-20 goals. Since 1973, Southwestern has had a strong and committed relationship with all school districts in our district. As a result,
we have one of the highest rates of high school graduates enrolling in college classes and our dual credit offerings have more than doubled in the last two years. We have committed staff who are working hard with the “Achieving the Dream” initiative to redesign developmental education to help students get through these classes faster and we are working to redesign the “first-year” experience. We have a beautiful new campus in Curry which allows us to offer almost all of our programs to our citizens who are over 100 miles south. We are committed to facilitate economic and social mobility, community building, culture enrichment and economic vitality to improve the quality of life for all.

With strengths come challenges. The biggest challenge is budget. Our state funding has dropped from a high of 47% in 2007 to 25% in 2013. The College has difficulty attracting and retaining qualified staff and faculty. We are challenged by the dual credit qualifications and as a result it limits the number of college classes that can be offered in the high school. Since the 1990’s, Coos and Curry Counties have been in a recession with an unemployment rate never getting below 6%. As a result, we lack middle-class jobs and this has caused a shrinking demographic in our K-12 districts. We lack a “college-going culture” making it challenging to pass a bond measure to raise the funds for capital projects that the state will match.

The current Achievement Compact does not address the non-credit or workforce development areas of our mission. Also, it is not cohort based so the data is mostly meaningless. We would like to see the Achievement Compact reflect our comprehensive mission to include non-credit, workforce development, and transfer to other community colleges and to allow the local community to drive what is important to the college to reflect the needs and expectations of the communities we serve.
Tillamook Bay Community College Board responses to the three questions from the HECC follow. Connie Green will be the Board Liaison and TBCC when she cannot attend will count on OCCA to represent the college. Any follow up or questions, please contact Connie.

**What is TBCC mission?** The Board requested that the eight-person evaluation team that conducted the Comprehensive Evaluation Visit in October 2013 at Tillamook Bay Community College (TBCC) to determine if TBCC would be independently accredited be quoted to share the TBCC mission and story. The following is that team’s October 2013 written response to our mission:

*The college mission: “Tillamook Bay Community College provides access to quality education in response to the needs of our community” (Self-Study, p.1). TBCC has identified four core themes that are elaborations of this educational mission: (a) Collegiate and General Education; (b) Workforce Development; (c) Developmental Education; and (d) Community Enrichment. These mission themes are also informed by the College’s Vision Statement, which also contains language that reveals some of the College’s core values and ideal intentions:

"The College, in partnership with the community, strives to be a center for educational excellence that provides access to lifelong learning; bridges to opportunity; an environment for innovation and intellectual pursuits; and leadership in the economic, cultural, and intellectual evolution of our community. This mission began its current expression in 2003, when the Oregon state legislature stopped funding a majority of the non-credit community education offered in public community colleges. The College, which had 80 percent of its offerings in non-credit community education, with a scattered offering of transfer education classes, made the decision to begin the dramatic shift in the ratio of non-credit to credit offerings. By 2013, 60 percent of all classes were offered for credit. To understand the enormity of this shift, operationally and culturally, a helpful comparison is found at Blue Mountain Community College. BMCC is the Oregon system high watermark for credited courses—90 percent—after having been established in 1962 primarily to offer credit programs. As one might imagine, the institutional changes necessary to accomplish the change at TBCC have been remarkable.”

"Indeed, this shift in state funding has been the major impetus for the College to seek independent accreditation. Prior to the decision to pursue initial candidacy, the President at the time urged the Board of Directors to consider becoming an independently accredited college or a full branch campus of another college. After conversations about the latter possibility with other colleges—Portland Community
“From that decision point, the College has seen great progress on its new focus. The College is aggressively upgrading its physical infrastructure, constructing a beautiful new main campus building in 2010. Additionally, the College has created a satellite facility in the southern part of the county while renovating its north satellite home in the high school at the county’s opposite end. The College is now planning the construction of another new building that will, among other purposes, serve as a higher education center with baccalaureate tracks delivered through an evolving partnership with Oregon State University.”

“These developments are a wonderful illustration of how the College has radically transformed itself in a decade. From its beginnings as a community education center offering non-credit enrichment classes in a deserted mortuary, TBCC now has articulated pathways through associate degrees that connect with K-12 at one end and a major university on the other. This progress has major implications for the College’s mission for its service district.”

“First, independent accreditation will allow the College to shape its destiny as a true community college by developing workforce development as well as transfer programs that are deeply relevant to local employers. The local industries, which require degrees from associate to Ph.D., are fishing, fibers, forestry, food, and resource management. Portland Community College, with its urban community college mission, has no plans to develop specialized programs for Tillamook County. If TBCC receives independent accreditation, it will be in the position to develop vibrant programs for local employers through Oregon State University. In fact, public forum comments were filled with praise for the College’s ability to raise the quality of life for so many through this kind of local responsiveness and flexibility that is changing the culture of the community. For example, the manager of the local lumber mill and a high school biology teacher agreed that there is a profoundly changed attitude in high school students, who formerly were inclined to say they would “work in the woods” immediately after graduation. These students now understand that “skilling up” through post-secondary education is necessary for work in the lumber mill and that the College is ready to assist them.”

“A second powerful outcome of this shift is improved K-12 alignment. A local high school principal told the Evaluation Committee that the relationship between the two systems was “not positive until about eight years ago” because there was a limited commitment to transfer degree attainment. With a greater emphasis on credit-bearing offerings, coupled with improved or new facilities at the high schools, students can see the connection between high school and college. In fact, the distance between these ends of the county from Tillamook, which had made any connection nearly impossible for the average student, has been made substantially less of a barrier. In the wake of these efforts by the College, the Evaluation Committee heard numerous examples of success, whether it was about students who graduated from high school with a diploma and a phlebotomy certificate or dual-credit students who entered Oregon State just short of being juniors right after high school commencement. In one high school, a
“Career to College” program is ensuring that every student graduates with at least one college class on his or her transcript.”

“The impact of this alignment cannot be overstated in its effect on raising the expectations about educational attainment for the entire county. One of the principals at the community forum told the Evaluation Committee that the College is located “in the heart of the Venn diagram” of the community. TBCC, he stated while other heads nodded, is a model for other Oregon counties in terms of partnership. The executive director of the county economic development organization said the College was “right in the middle of a paradigm shift” while the director of the Tillamook Chamber of Commerce stated that the College was “acting as a hub for everybody.”

“Finally, alignment with employers through workforce programs is impressive. The manager of the lumber mill, who has been in the community for less than five years, stated that he was “really surprised” to discover that the College is integral to the success of his business. He cited various examples that included dozens of millwright certificates that helped young people “skill up” and stay employed at home instead of leaving for lower wage unskilled work in larger communities. He also spoke eloquently about professional development of his managerial and technical staff because many of them work as adjunct faculty for the College. The experience, he said, “made them better employees.”

And the report ended with the following:

“The Evaluation Team for the Comprehensive Self-Study appreciates Tillamook Bay Community College’s Board of Education, administration, faculty, staff, and students for their embrace of the community college mission, which seeks to raise individuals and communities by acting as an engine for social mobility, economic development, and personal growth. The Evaluation Committee discovered enviably broad support, high regard, and great enthusiasm for the College’s mission within the community it serves. In fulfilling its mission of service through educational opportunities, the College is clearly making a difference in the life of its community and the lives of its students.”

**Commendation**
The Evaluation Committee commends the College for developing deep and meaningful connections with community partners through fostering a local culture that values the importance of education.

**Commendation**
The Evaluation Committee commends the administration, staff, faculty, and students of the College for enthusiastically embracing and embodying a spirit of service, engagement, and commitment to the mission of the College and the educational endeavors through which it is fulfilled.

**Commendation**
The Evaluation Committee commends the College on the development of a college campus that is a center for a culture of collaboration that reflects the progress and hope of the community it serves.
What are TBCC unique strengths and challenges to meet 40-40-20?

The strengths of TBCC is the community commitment to the college and the college commitment to the community. TBCC is now independently accredited and plans to continue to partner, listen and deliver what is needed in this rural community.

The challenge is continuing to be the smallest community college and to address the funding for colleges and the need for resources.

How well does the Achievement Compact capture student outcomes that matter to TBCC and recommendations for change?

Overall measuring certificates, degrees, and credits are “placeholders’ for measuring meaning and usefulness to individuals. The Accreditation review states that college reflects “progress and hope”; That is the measure to replicate. That is the measure that reflects the intent of 40-40-20.

The following is the letter sent with the 2013/2014 Achievement Compact. The Board continues to be interested in addressing the questions raised in this letter.

TO: Oregon Education Investment Board
FR: Tillamook Bay Community College Board
Re: Achievement Compact

DATE: June 3, 2013

The Tillamook Bay Community College (TBCC) Board enters into the second year of the Achievement Compact effort with commitments and concerns. The TBCC Board requests a conversation to discuss these commitments and concerns.

Commitments:
1. The TBCC Board of Education supports using Achievement Compacts as one tool to look at progress toward Oregon’s ambitious goal of 40-40-20, created to ensure that Oregonians can compete globally and locally.

2. The TBCC Board is committed to serving a county of 26,000 individuals (with approximately 15,000 of working age) with education and training that meet the community’s needs and go beyond simply earning college credit.

3. The TBCC Board believes that transitions within the education enterprise must improve so students are more successful. For this reason the college and Tillamook School District have developed and are implementing a program to improve career and college success. Career College Ready (C2R) is listed as a local option on our compact. TBCC is committed to students leaving high school with at least one college course or as much as one year of college.
4. TBCC is committed to working with a strong post-secondary partner – Oregon State University (OSU) – through its Open Campus. This is a vehicle to bring OSU to Tillamook through credit courses, non-credit programs or consultation.

4. TBCC is committed to assisting the Tillamook community to move from poverty and under education to an economically viable community. The numbers demonstrate the challenge:

**POVERTY:**
17% poverty in Oregon
18% poverty in US
24% poverty in Tillamook County

**EDUCATION:**
28% of adults have Bachelor’s Degrees in both Oregon and the U.S.
20% of adults in Tillamook County hold Bachelor's Degrees.

**REMEDICATION:**
33% of all entering college students nationally need at least one remedial class.
50%+ of all entering college students at TBCC require at least one remedial class.

**Concerns:**
1. The Achievement Compact, used alone to measure success, cannot reflect the entire mission of TBCC or the needs of the TBCC community. TBCC provides more educational services, partnerships and successes that are critical to a rural community than serving credit students with degrees and certificates.

2. Examples of programs TBCC is pursuing that are not measured or recognized by Achievement Compacts include:
   - There are students who do not earn a degree or certificate with the college but pursue their education after taking classes at TBCC. These do not usually count as transfer but are essential first steps for an adult “trying out” college.
   - Targeted workforce training, such as partnerships with Stimson Lumber, the Creamery, and other local businesses.
   - Austin Entrepreneurship Program being delivered from OSU to TBCC for individuals interested in entrepreneurship. No certificate or degree is earned but the program supports local economic development.
   - Career coaching which assists the underemployed and unemployed to develop a career plan that does not need to end in a certificate or degree.
   - The college has been involved in improvement efforts such as Foundations of Excellence (FOE) and Achieving the Dream (ATD). Both of these efforts focus on learning quality and engagement and are national efforts proven to bring about student persistence and completion.

3. The Achievement Compact’s focus on a single year is not realistic. K-12 students attend classes full time; seventy percent of Oregon University System (OUS) students
attend full time. At community colleges 82 percent attend part time. A community college education takes longer. Age also has an impact. Seventy-five percent of OUS students are 18 to 21. At TBCC, 20 percent of our students are under 21. Most of our students have families, work and go to college. Thus, one year compacts are not reflective of the learning environment.

4. TBCC has raised tuition $5 in 2012/2013 and again for 2013/2014. To raise tuition to $90 per hour in a community with the level of poverty mentioned earlier closes the door on growing skills and knowledge, just the opposite of the Board’s commitment. TBCC and other rural communities need a strategic investment to maintain access to education.

**Conclusion:** The numbers on the compact do not reflect the community, the partnerships, the community commitment and the leadership and support from the Community College Commissioner for rural communities. The TBCC Board is committed to this community and would value the OEIB's commitment to listening, learning about and supporting rural community issues.
February 10, 2014

TO: Tim Nesbitt, Chair, Higher Education Coordinating Commission  
Ben Cannon, Executive Director, Higher Education Coordinating Commission  
Nancy Golden, Chief Education Officer, Oregon Education Investment Board

FR: Dana Young, TVCC President

RE: Response to January 17, 2014 letter regarding our College

Thank you for your interest in Treasure Valley Community College and the role we play in our local communities. The information you have requested is outlined below:

**College Mission:**
TVCC is a comprehensive community college providing quality educational opportunities and cultural enhancement in a financially responsible manner throughout our service area.

**College Vision:**
TVCC will be an excellence driven institution with a global perspective that continues to offer quality programs as an evolving model rural comprehensive college.

**About TVCC:**
Treasure Valley Community College opened in 1962 holding afternoon and evening classes at Ontario High School. Since that simple beginning, TVCC has grown to 14 major buildings, including the brand new Laura Moore Cunningham Science Center, which opened its doors in 2013.

A caring staff and faculty serve over 9,000 students annually, providing excellent, affordable educational opportunities in a relaxed, pleasant rural setting on 90 beautifully manicured acres. Main campus amenities include the Heinz Ore-Ida Sports Complex for baseball, softball, tennis, and soccer, and the Four Rivers Cultural Center and museum, which houses the Performing Arts Center.

The Caldwell Center is a satellite of TVCC and offers college preparation, college transfer, and professional-technical classes in a beautiful three-story building built in downtown Caldwell, Idaho. This Center is an entrepreneurial center, and is solely supported by student tuition and classes offered at this location and are not included in any reimbursable FTE funding.

TVCC also provides outreach services in Harney County at the Burns Outreach Center, the Warner Creek Correctional Institution in Lakeview, and at the Snake River Correctional Institution in Ontario.

**About our Service Area:**
With a poverty rate at 22.6% compared to Oregon’s 14.8%, Malheur County is one of the poorest, most disadvantaged counties in the state. High school graduation rates are averaging below 70% in our region. We have a higher rate of unwed pregnant teens (Malheur County’s teen pregnancy rate is 13.6% compared to the statewide 10.1%). Additionally, high contact with the law enforcement, court and jail/prison systems among our drop-out population, also results in a loss of the value these young men and women could add to Oregon’s social and economic base.

In addition, according to workforce and labor market projections provided by the Oregon Labor & Market Information System provided for Region 14, by 2020, jobs in natural resources industries are expected to increase by 11%. For mining and construction, we can expect a 21% percent increase in local jobs. For TVCC, we see the most growth and opportunities for economic recovery in our region focused on additional Career and Technical Education opportunities.
Initial progress
We understand the goal as follows: By 2025, 40 percent of adult Oregonians will have earned a bachelor’s degree or higher, 40 percent will have earned an associate’s degree or post-secondary credential, and the remaining 20 percent or less will have earned a high school diploma or its equivalent. By placing an emphasis on the “Middle 40%,” TVCC in partnership with our local schools have focused efforts to address and overcome the barriers that deter our students, especially those of color and those from economically disadvantaged backgrounds, from achieving success in our education system.

This fits directly with our efforts to improve dual-credit opportunities for local high school students. In addition to innovative partnerships through Eastern Promise which provides college level courses in our local high school, TVCC and our local schools have piloted an on-campus program to serve even more students.

Initial efforts brought 20 students from three local high schools to TVCC for welding classes. Students received dual-credit for these courses and are on track to complete a Pathways Certificate in welding at the completion of the two-year program. Additional efforts are focused on expanding this pilot to include a second group and to add allied health programs to serve more than 90 local high school students.

Challenges
While we are seeing initial success, the challenge will continue to be sustainability. One time funds that the College and school districts have identified will be exhausted next year. In addition, lack of lab space at TVCC makes it difficult to plan for expansion or sustainability without additional facilities. This is especially discouraging given the initial success of the pilot.

With high poverty rates, we face significant challenges to creating and sustaining a college-going culture. The biggest challenge to expanding our services and meeting additional Achievement Compact goals lies in our budget. In Eastern Oregon we have a tradition of making do with less and for years we have done just that. But as our state funding dropped from a high of 47% in 2007 to 25% in 2013, we made significant cuts to programs and services. Our first-generation students need intensive and often “intrusive” advising and tutoring services to be successful, and we are finding we lack the resources to provide the much-needed support to help them be successful.

This lack of support services directly impacts our ability to meet many of the Achievement Compacts relating to total credits taken and completion rates. In addition, with the nearest university more than 200 miles away, we struggle with impacting the “transfer rates” for students who are geographically isolated from university options.

Finally, the Achievement Compacts do little to address our role and mission as a comprehensive community college and our role in workforce development. In addition, the fact that the data is not cohort based renders it difficult to truly assess our ability to “change the needle” on these measures. We would like to see the Achievement Compact also reflect our comprehensive mission to include non-credit, workforce development, and transfer to other community colleges. In addition, since we are governed by a locally elected board, with direct responsibility to our local constituents and tax payers, we would also appreciate the opportunity to allow the local community to drive what is important to the college to reflect the needs and expectations of the communities we serve.