



HOUSE BILL 4076 "OREGON PROMISE SUPPORT
SERVICES" FINAL REPORT

A report to the Oregon Legislature
April 2017

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EXECUTIVE SUMMARY

House Bill 4076 (2016) allocates \$1,659,800 to the Higher Education Coordinating Commissions for distribution to community colleges and community college services districts. The purpose of this funding is to provide support services for person who enroll in courses offered at a community college within one year of attaining a high school diploma or equivalency, including those students who received the Oregon Promise. The three required elements of the students support services identified in HB 4076 are 1) a first-year experience, 2) a student success team, and 3) professional development for faculty and staff to enable them to provide intentional, strategic intervention.

The Higher Education Coordinating Commission (HECC) is required to provide two reports to the interim legislative committees related to education and summarize the distributions made under this section and the information received from the community colleges regarding the use of the moneys received. This is the second of two reports.

In order to provide the opportunity for all colleges to meet the requirements of the legislation, the disbursement is structured as twenty payments of \$82,990, one for each community college except for Portland Community College, which received four payments, one for each of its campuses. Each college is required to provide three reports on the use of funds: Report #1 is a project plan and budget (due with signed contract), Report #2 (due November 23, 2016) discusses project activities and provides an updated budget, and Report #3 (due March 30, 2017) provides an update on project activities and spending.

As of April 7, 2017 all seventeen colleges have communicated with HECC staff about their proposed grant activities. Sixteen colleges have submitted Report #3 detailing activities and spending to date and HECC staff in communication with the remaining college. Based on the sixteen reports received, \$1,015,769, or 61.2 percent of total funding, has been spent. All community colleges have plans to expend remaining grant funds prior to the end of the biennium.

HOUSE BILL 4076 OVERVIEW

House Bill 4076 (2016) provides funding for student support services for first-year students attending community college, including those who receive the Oregon Promise, with a General Fund appropriation of \$1,659,800 to the Higher Education Coordinating Commission for distribution to community colleges and community college services districts. The purpose of this funding is to provide support services for person who enroll in courses offered at a community college within one year of attaining a high school diploma or equivalency, including those students who received the Oregon Promise. The three required elements of the students support services identified in HB 4076 are 1) a first-year experience, 2) a student success team, and 3) professional development for faculty and staff to enable them to provide intentional, strategic intervention. The full text of Section 4 is provided below:

SECTION 4. (1) The Higher Education Coordinating Commission shall distribute moneys as a grant to every community college for the purpose of providing support services for persons who enroll in courses offered at a community college in this state within one year of attaining the highest level of education described in ORS 341.522 (3)(c) or who receive a grant under ORS 341.522.

(2) A community college must use moneys received under this section to provide support services at each campus of the community college. The support services must implement proven multiyear strategies that incorporate elements of student services and faculty and staff development to improve academic success or completion rates, and must provide at least all of the following:

(a) A first-year experience for persons described in subsection (1) of this section that is provided through a series of intentional, strategic interventions.

(b) A student success team to serve persons described in subsection (1) of this section.

(c) Professional development for community college faculty and staff to enable the faculty and staff to provide intentional, strategic interventions to persons described in sub-section (1) of this section.

(3)(a) No later than November 30, 2016, and April 7, 2017, each community college shall report to the commission regarding the use of the moneys received under this section. (b) No later than December 31, 2016, and April 30, 2017, the commission shall submit to the interim legislative committees related to education a report that summarizes the distributions made under this section and the information received under paragraph (a) of this subsection.¹

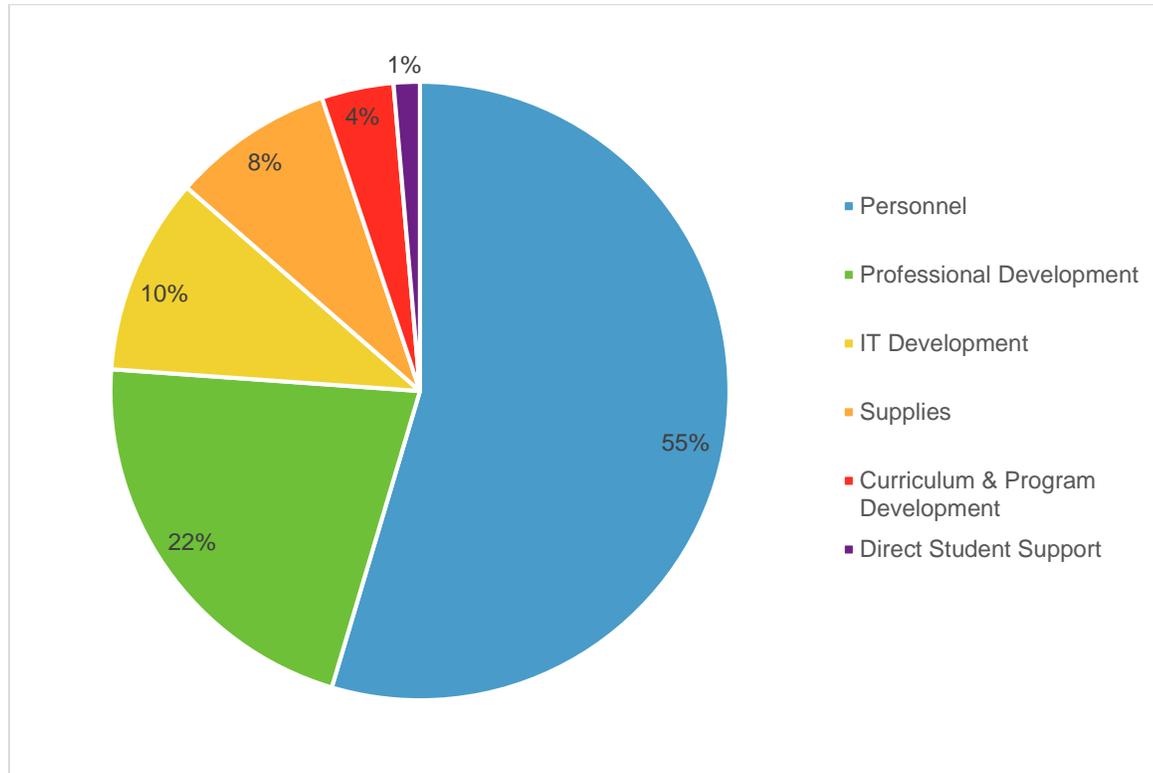
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¹ Enrolled House Bill 4076. Accessed from:
<https://olis.leg.state.or.us/liz/2016R1/Downloads/MeasureDocument/HB4076/Enrolled>

SUMMARY OF EXPENDITURES

Funds from HB 4076 have been used to meet develop first-year experiences, create student success teams in a number, and provide professional development for faculty and staff to enable them to provide intentional, strategic intervention in a few different ways. Chart 1 identifies the distribution of funds by category across the sixteen community colleges that provided reports.

Chart 1: Use of HB 4076 Funds



The largest area of investment for colleges was in personnel. Examples of investments in personnel include hiring additional academic advisors and career coaches, supporting faculty and staff teaching first-year experience courses, providing additional access to financial aid staff, or identifying staff that could increase student participation in orientation and welcome activities on campus. In some instances, colleges had intended to devote more resources to personnel, but due to staff turnover or hiring difficulties, relied upon existing staff and redirected grant funds to other areas.

The second largest area of investment was in professional development. Identified as a key activity for grant funds, colleges supported faculty and staff participation in professional development opportunities both in Oregon (Student Success Conference, Oregon Academic Advising Conference, Growth Mindset trainings) and nationally (NACADA – National Academic Advising Association, Achieving the Dream). Other colleges supported professional development on campus using local resources or contracted services. Two colleges used funding to hire AVID (Advancement Via Individual Determination), a nonprofit organization that provides professional development to faculty and staff as well as student coaching for several secondary and post-secondary education institutions in Oregon.

The third largest category of investment was in IT development. One college focused on developing an early alert system to assist with student retention while a second created an on-line portal for orientation and advising that can be used by all students. Most colleges also devoted a portion of their funding to supplies. These investments varied from acquiring computers for new advisors to purchasing supplies for new student orientations.

The last two categories of investment were curriculum and program development and direct student support. Two colleges used the opportunity to invest in making improvements to their first year experience curriculum to better engage students. Two other colleges, in looking at their student populations identified more direct student need. To serve students in their community, one community college hired a number of students to serve as ambassadors, while a second used funds they had initially planned for on-campus events to provide textbook vouchers for Oregon Promise student.

SELECTED CAMPUS ACTIVITIES

As of April 7, 2017, \$1,015,769 have been disbursed or obligated for grant activities. All seventeen colleges have communicated with HECC staff about their plans and sixteen have submitted and received approval for their project plans. Sixteen colleges have submitted Report #3 and HECC staff are working with college staff on the one outstanding report.

As required by the legislation, community colleges have focused their plans and activities on increasing academic success and retention, developing or expanding first year experience programs, and providing professional development to faculty and staff to improve their abilities to support students. A selection of activities from each Oregon community college is below.

Blue Mountain Community College

All new students are assigned a success coach and faculty adviser at time of admission. Appropriations from HB 4076 provide professional development for faculty and staff, expanded career coaching and acquisition of Academic Early Alert system software to assist with dropout prevention, and staff devoted to student success.

Central Oregon Community College

COCC is building off of the work of their First Year Experience task force from 2013-14 and have hired a professional advisor dedicated to Oregon Promise students. The college has also expanded the number of college success courses it offers in order to provide capacity for over 400 students. Its use of grant funds has focused on expanding their college success courses, promoting student participation in orientation and college success classes, and improving the First Year Experience.

Chemeketa Community College

Chemeketa Community College is partnering with AVID, a nonprofit organization dedicated to closing achievement gaps for students in secondary and postsecondary education. Its grant funds will support a contract with AVID for support services and professional development.

Clackamas Community College

Clackamas Community College is developing a case management process for scholarship and Oregon Promise students that engages student at entry, orientation, and advising through completion. The college currently has three different options for First Year Experience for students and will provide additional training to faculty

and staff on using the case management system and support students in their First Year Experience and beyond.

Clatsop Community College

Clatsop Community College is focusing its grant activities on expanding academic advising, professional development, and student retention. One of the ways the college plans to increase retention is by using service learning to build connections between students, the community, and the college. Grant funds will be used for campus activities and personnel, as well as for professional development and training for faculty and staff.

Columbia Gorge Community College

CGCC has assembled a student success team and has contracted with a company to create an online orientation portal that will provide institution-wide resource information and training to all CGCC students, staff, and faculty. Once in place, the online orientation will be a required aspect of the onboarding process for new students, staff, and faculty. It is also in the process of establishing a Faculty Mentorship Program for students.

Klamath Community College

Klamath Community College has created a cohort-based First Year Experience for Oregon Promise students to support retention and completion. The college has developed plans for campus events and workshops that engage students in the campus community and develop critical thinking skills. It will accomplish this through expanding its staffing in Student Life, student services, and First Year Experience programming.

Lane Community College

Lane Community College has designed a First Year Experience that consists of in-person orientation, a non-credit college introductory course, advising session, and workshops to enable students to develop specific skills. The goal is for all Oregon Promise students to start fall term with an academic plan informed by career exploration. The college is investing in a faculty counselor who is an instructor for its First Year Experience course and professional development for Growth mindset training for faculty and staff.

Linn-Benton Community College

HB 4076 grant funds will be used to increase advising services and support additional enrollments at LBCC. Part of this money will be used to hire additional advisors in the college's new Advising Center. Money will also be used to support the work of the Academic Advising for Retention Group (AARG). Finally, a portion of this money will be used for membership with AVID and Creating a Center for Learning and Innovation.

Mt. Hood Community College

Mt. Hood Community College has brought together a student success team, developed new student orientation materials specifically for Oregon Promise students, hosted several open house events, and developed a non-cognitive student assessment to better identify the level of intervention that individual students will need. Its work builds off of an existing contract with AVID and funds are directed towards staffing for first year experience courses, professional development and an email and phone call campaign to engage potential Oregon Promise students.

Portland Community College

PCC has developed the Oregon Promise Path, a district-wide effort that expands successful efforts to help students progress through the community college experience. The strategies used include a comprehensive orientation (Oregon Promise Days), mandatory academic advising, mandatory college success and career exploration courses, and structured intentional use of an Early Alert System. Grant funds have been used to hire a full-time program manager and 2.5 additional academic advisers, as well as training on the early alert systems for 26 advisers.

Rogue Community College

RCC is creating a new Freshman Experience team made up of faculty, staff, and leadership for the express purpose of increasing fall-to-fall retention for targeted students. This includes creating a more clearly defined first year for students and providing them the information and skills to access campus resources, choose a major, and secure the finances necessary to succeed. All students are required to take a first year experience course. An assigned academic advisor will create individualized academic plans for the students, and financial aid counseling will be provided. Grant funds have been used for a full-time academic advisor and additional course sections.

Southwestern Oregon Community College

SWOCC's plans to support students include the use of new software to assist with advising and retention, mandatory online advising using new software, training for faculty and staff, development of a more effective summer bridge program, and use of an early alert system to inform faculty and staff when students would benefit most from intervention. Funds are budgeted for software, professional development for faculty and staff, and a student satisfaction survey.

Tillamook Bay Community College

TBCC's activities focus on better communication with students, consistent messaging through student contact systems, implementing a new summer orientation for students, and professional development of faculty and staff. Its student success team includes the college President, as well as its Director for Development and Title II Grant Project Director to ensure that activities funded through HB 4076 are sustainable.

Treasure Valley Community College

TVCC will provide support services to students through a comprehensive first year experience that includes a new student and parent orientation, student academic engagement using an online degree planner and connection with a faculty advisor in the students' areas of study, two freshman seminars, expanded student leadership opportunities, and connection to career resources through a career adviser. These activities are supported by professional development for faculty and staff.

Umpqua Community College

UCC has hired a first-year experience specialist to help support and expand the New Student Orientation and College Success classes. This person will shift the college from online to in-person orientation. In addition to the focus on improved first year experience, the specialist will work with leadership on campus to identify professional development opportunities for faculty and staff in support of the first year experience program.

