**COCC Board of Directors**
**Student Success Committee**
**Meeting Agenda**
**April 5th, 2024**
**2:00 – 3:30 pm**
**Boyle Education Center Boardroom/Zoom**

1. **Approval of the Minutes from January 5th, 2024 – Erica Skatvold**

2. **Review COCC general interventions to help to improve student success – All**

3. **Data Requests to be stratified by age, race, gender, veteran status, socioeconomic data if available, parental status, other demographics – All**

    1. Goal: Student-Ready College
        a. First-to-Second Term Retention
        b. Fall-to-Fall Retention
        c. Graduation Rates
        d. Transfer Rates

    2. Goal: Access
        a. In-District Penetration Rate
        b. In-District Tuition Rate Compared to Other Oregon Community Colleges
        c. In-District Headcount of Underrepresented Students
        d. Online course and program headcount

    3. Goal: Workforce Development – Credit and Noncredit
        a. Classes, Certificates and Degrees
        b. Headcount
        c. Completions

4. **Purpose of the Committee – Mission/Charge – All**

5. **Next Steps – All**

**Next Meeting:**

- **May 24th, 2024 – 2:00 – 3:30pm – Boyle Education Center Boardroom/Zoom**

**COCC Board of Directors**
**Student Success Committee**
**Meeting Minutes**
**January 5, 2024**
**3:00 – 4:30 p.m.**
**Via ZOOM**

Attendees: Erica Skatvold (Chair), Erin Merz, Erin Foote Morgan, Laurie Chesley (COCC President), Annemarie Hamlin (Vice President of Academic Affairs), Alicia Moore (Vice President of Student Affairs), Brynn Pierce (Director of Institutional Effectiveness), Susan Watson (STEP and Pathways to Opportunity)

1. Review of Agenda Items Emailed to the Committee – Erica Skatvold
2. Review of Student Success Data on COCC's Website – Brynn Pierce
   a. Pierce showed where on COCC's website members of the public can access the Institutional Success webpage, which included metrics on retention and gateway course passing rates. The focus of the page will soon shift to strategic planning indicators. An internal version of this dashboard is used by COCC staff to evaluate college programs and activities. As the data matured over time, the staff has been able to use it to better inform operational decisions.
   b. Moore added that Pierce and her colleagues are able to track how often these dashboards are accessed. The public dashboards are broader and institution-wide. The internal dashboards have more detailed information that department chairs and directors can use to better manage their programs. Moore credited Chris Egertson with helping Pierce to create these dashboards.
   c. Foote Morgan asked how the data is used. Hamlin gave an example of faculty position request data. COCC staff analyzes enrollments in courses, growth rates of programs and courses, the need for faculty in particular areas, course taking by campus; when students want to take these courses, what happens to students if their course is cancelled, etc.
   d. Foote Morgan asked how all of this data can be used to improve student success rates at COCC. Is COCC trying to find needs the students have and trying to meet those needs?
      i. Chesley recalled in the Committee's previous meetings they discussed The Hope Center's "#RealCollege" survey and emergency funds. The Board had requested a broader report and there would be a presentation on non-academic support services for students at the next Board meeting. There are privacy issues that make it difficult to analyze data on how services like the ASCOCC Food Bank or Thrive are used, but COCC does have data on how many individuals are using those services.

ii. Hamlin gave another example where COCC redesigned its developmental education and placement practices. The college used the dashboards to track which courses students were taking and where they were successful based on where they were being placed and how they progressed through their work. This proved a successful strategy as students were placed in fewer developmental level classes after correcting or adjusting their placement to be more accurate and using multiple measures for placement. They also learned what happens to students who take courses with co-requisites as opposed to developmental education. The dashboards can also disaggregate by several demographics.

iii. Chesley added that the COCC Foundation tracks retention rates on scholarship recipients and COCC can also track whether students were Pell grant eligible or who have received a Pell grant. While it does show rates of students in financial need, it cannot show if there are specific needs such as food security or housing.

iv. Moore highlighted the success of directed self-placement in increasing college-level placement rates and success rates. COCC switched from a longer form questionnaire to a shorter one, and in one year the enrollment rates in COCC's college level courses increased dramatically with student success rates being equal to or better than the previous year. It has proven difficult to determine what other factors have helped students succeed, partially due to anonymity requirements. Other programs that report data to the State, such as STEP and PTO, may not have individual student data, but can show how a population is affected on an aggregate. It varies from program to program. Student Affairs tracks student activities from their first inquiry through their time at COCC, including meetings with advisors, course registrations, completion of requirements, etc. COCC staff review this information often to make operational decisions to improve student engagement. Another example was the college's customer relationship management system, which allowed automation of communication to new and current students, which changed the yield rate by 3% year-by-year.

1. Foote Morgan asked what a yield rate is. Moore explained that a yield rate is how many students who contact COCC actually enroll.

v. Chesley doubted that anyone would question that students had non-academic financial needs. She summarized that the Board's question has been what is the college's role and responsibility in these areas. In their next meeting, the Board would see a presentation on the services that COCC has added as a response to The Hope Center's survey that started in 2019, and the question is whether these additional services are satisfactory.

e. Foote Morgan asked if there was a coordinated strategy that allows COCC to make choices for how to make the best investments in student success interventions to create movement towards accomplishing student success indicators. Is it working or does it need to be adjusted?

  i. Chesley believes COCC has a structure in place and referenced the new strategic plan goals, action projects and indicators. She acknowledged that the structure was imperfect and was open to discussing whether it is proving to be effective or should be adjusted.

  ii. Skatvold asked Foote Morgan what information COCC could present to better show how their efforts are supporting student success.

  iii. Foote Morgan felt a breakdown of student demographics would be a good way to start. Are there clear needs that COCC can meet?

  iv. Pierce pointed out that COCC's accreditor's standards are more dependent on data than they were ten years ago. While these are good things, they can take time. COCC and its counterparts are still learning how to best gather, analyze, present and apply data in a way that holds the college accountable to the public. On an internal level, COCC has a lot of information it can use, but is still learning how best to share it publicly.

  v. Chesley gave an example of a red flag that the college is seeing, acknowledging that students of color are achieving at a slightly lower rate. While that is not true across the board, COCC has taken steps to address this over the years, adding culturally based programs both in local high schools and at the college that cultivate belonging and support. Another example was the antiracist pedagogy that Hamlin, along with Diversity and Inclusion Director Christy Walker, has brought to instructors to reduce microaggressions and learn to be more welcoming and inclusive.

  vi. Hamlin added that she and the deans have worked with Pierce and her team to become more data literate. They meet regularly in order to develop their understanding of diversity, equity, inclusion and belonging concerns, and they often will study some of the data. In learning and discussing their findings from the data, they discuss what the appropriate next steps would be to address their findings.

  vii. Moore added that she and Hamlin recently met with a workgroup to discuss the college's next two-and-a-half-year plan on guided pathways. With statewide comparator data, they knew that students of color at COCC were completing less course credits in their first academic year than the statewide average. However, these students are also doing much better in completing math and college level math and in a combination of college level math and writing than the statewide average. It has only been in the past few years that statewide comparator data has been available. Guided Pathways is intended to show how you

increase credit momentum or credit completion. Having this data to see how COCC is doing compared to other community colleges will change where the college focuses its efforts.

      viii. Chesley credited Pierce and her team for not only their work on gathering and presenting data, but teaching COCC's staff how to be more data literate. And while COCC is not new to such a practice, there is still a lot for the college to learn.

f. Merz asked about tracking data for non-academic student needs. Does COCC track the success of students who submit need requests?

      i. Merz understood that some student information cannot be collected in order to protect their privacy, but is COCC tracking non-academic support services? Are there any that are *not* being tracked that could be attributed to student success?

      ii. Moore explained that the college tends not to track the emergency funds because it is difficult to gather data without breaching student privacy. Anything attached to a state or federal grant requires tracking data, such as veteran, Latinx or Native American student support programs. One challenge they have faced is the nuance of student engagement. Do they start tracking data when a student attends one club meeting, or do they wait until they have a certain number of hours? Some of these services are drop-in based and do not require appointments.

g. Merz asked if COCC is able to track retention and GPAs for scholarship students as compared to their general student population, as well as veterans and other specific groups that would receive outside funding.

      i. Moore said that it varies for each program. An example is when COCC redesigned its First Year Experience program, they tracked students from a variety of different points. They did a comparison to students who fit the same demographic factors as they did, and they did a comparison of students who completed all First Year Experience requirements to all students. They also did this with on-campus housing students, which will also be discussed at the upcoming Board meeting.

      ii. Chesley anticipated that more of COCC's data will be made publicly available as the data matures. The college wants to minimize the risk of any data being misinterpreted. Some data will need to remain private unless it is mandated by the government for release. The faculty also uses the data to determine whether their instruction is proving effective and whether the college's courses are at the appropriate level of difficulty. COCC could present any internal data that the Board requests as long as it remains at a high enough level that does not risk breaching student privacy.

       iii.   Pierce added that the data is complex and takes time to properly interpret. And every activity that gathers data defines it in their own way, so the Institutional Effectiveness department needs to interpret everyone's reports as they gather their findings. This is the benefit of the accreditors keeping COCC's focus centralized.

   h.  Merz asked if it would be a good idea for the Board to further consider this discussion and send further questions to Pierce.
       i.   Chesley felt it would be appropriate for the committee to create a list of demographics they would like to know more about.
       ii.   Hamlin suggested focusing on the questions that the Board wanted answered.
       iii.   Foote Morgan offered to put together a Google Doc with a link to a spreadsheet for data they would like to see.
       iv.   Chesley suggested creating a high priority list in case their list of questions is extensive.

3.  Information on The Hope Center's "#RealCollege" Survey and Disbursement of Emergency Funds
   a.  Chesley suggested starting with examining the survey's summaries from Moore on childcare, housing and food insecurity.
   b.  Moore said that The Hope Center looked at how states were responding to college students who were facing food and housing insecurity, and it was the first survey of its kind to be conducted on a national level. It was published in 2019. COCC was able to reference this study for comparative data from other Oregon community colleges, as well as colleges and universities nationally. COCC was on par with other Oregon community colleges in terms of housing insecurity, but slightly higher when it came to homelessness. The COCC work-group was surprised to see similar numbers on a national level. 12% of COCC's students responded to the survey. 41% of the respondents experienced food insecurity in the last 30 days, 52% experienced housing insecurity in the last year, and 22% experienced homelessness in the last year. In examining this data, The Hope Center found that students who experienced housing insecurity struggled to pay rent or mortgage, or could not pay full utilities, or left a house-hold because they felt unsafe. These finer details are available in the report. COCC's executive summary of the survey also allows readers to examine specific break-downs of data for food insecurity, housing insecurity and homelessness based on several demographics. The workgroup came to the conclusion that COCC is on par with other community colleges both in Oregon and nationally, but they still want to continue support efforts to help students in need.
   c.  Chesley added that, while COCC showed similar numbers to other institutions, it was still unacceptable. Since 2019, several services have been added and have had a significant impact on the student body. This survey was given to all of

COCC's credit students in the 2019 Fall term, which was about 3,000 students. 12% of that population was about 602 students.

    d. Merz asked if the survey would be conducted again.

        i. Moore said that The Hope Center has not made any announcements to conduct the study again, partially due to the COVID-19 pandemic.

        ii. Watson added that the leader of this study, Sara Goldrick-Rab, was no longer with The Hope Center, so it is likely they did not have someone who could take the lead on a new study.

    e. Moore said she was surprised to see that Oregon's statewide results were worse than the rest of the United States

    f. Before the meeting, Chesley emailed a spreadsheet from the COCC Foundation to the Committee that showed statistics on scholarship applicant needs for childcare, housing and food security. Other requests these students have made have been for utilities, tuition, equipment for classes and other miscellaneous fees for school.

    g. Foote Morgan noted that COCC had spent $50,000 over the past three years in emergency aid for student housing and asked how the college compared to other institutions in terms of emergency funding.

        i. Chesley explained that COCC had never looked into this and that there was not enough data available from other colleges.

        ii. Foote Morgan asked if other colleges offered emergency aid to their students.

        iii. Moore confirmed this and explained that many schools receive emergency funds through donations, which makes it difficult to find a baseline.

    h. Foote Morgan asked what the college's responsibility was to responding to student's non-academic needs, and in turn what efforts should come from the Board to support such needs.

        i. Merz concurred and referenced a case study published by Portland State University, where they used "hardship funds" to not only help students stay in school but feel a sense of belonging and care from their institution.

        ii. Chesley offered to invite the Foundation's senior staff to discuss this further if the committee was interested.

4. General Information About the Kinds of Interventions the College Has Developed to Improve Student Success

    a. Skatvold suggested tabling this topic for the next meeting.

5. Next Steps – All

    a. Foote Morgan would create a Google Doc to share with Skatvold and Merz where they can compile questions they would like to ask based on what problems they were looking to solve.

b. Moore presentation at the upcoming Board meeting would show more relevant information.
c. Chesley's executive assistant, Kyle Matthews, would attempt to find a time before April where the Committee could meet for an hour. Late afternoons and early evenings, Mondays and Tuesdays were preferable. The Committee members would email Chesley dates they would be unavailable.

Next Meeting:
April 5, 2024 – 2:00 – 3:30 – Boyle Education Center Boardroom and Zoom

**Central Oregon Community College Board of Directors**

**Student Success Committee**

**Charge**

The charge of this committee of the COCC Board of Directors is to recommend Institutional Student Success Indicators to the full Board of Directors. Student Success Indicators are one way that COCC measures Mission Fulfilment for the College's ongoing NWCCU Accreditation process.

Furthermore, the committee monitors longitudinal Institutional Student Success Indicator data. Wherever possible, institutional data is disaggregated by factors such as age, socioeconomic status, race/ethnicity, gender, and full-time/part-time status. This monitoring includes review of institutional actions taken to improve student performance.

The committee also may monitor and review other institutional measures of student success and initiatives undertaken to improve student performance.

The selection of institutional measures in need of monitoring is informed by factors such as national best practice in community colleges, current scholarship and research on student success, the availability of state and national benchmarks, and practical matters such as the availability and accessibility of data to the College.

**History and Context**

This committee of the Board was first conceived in 2018-19 and held its first formal meeting in 2019. The committee was created in recognition of the emergent national focus on the primary importance of student success to the community college mission.

**Timeline**

This committee is a standing committee of the Board. It meets bimonthly.

**Membership**

- Voting members – 3 Board members, one serving as Chair
- Non-voting members – College President, Vice President of Instruction, and Director of Institutional Effectiveness

**Reporting**

The committee chair reports on the work of the committee at regular monthly meetings of the full Board, as needed.