

**MINUTES OF THE FEBRUARY 19, 2020
CLATSOP COMMUNITY COLLEGE
BOARD OF DIRECTORS
BOARD WORK SESSION**

The meeting was called to order by Vice-Chair Rosemary Baker-Monaghan at approximately 5:55 p.m.

Board members present: Rosemary Baker-Monaghan, Karen Burke, Anne Teaford-Cantor, Dave Zunkel, Sara Meyer, Tim Lyman, and Robert Duehmig (by phone).
Board members absent: None. Others present: President Chris Breitmeyer, VP Jerad Sorber

President Breitmeyer started out the Work Session by saying that one of the things that arose from Accreditation and the discussion at the Board Retreat this past summer is the need for the College to be more focused on our student success metrics. The recommendation from the Accreditation site visit is to look at our core themes and develop metrics for success for these core themes.

VP Jerad Sorber explained that CCC contracts with the Office of Data and Decision Support at Linn-Benton Community College to provide comprehensive institutional research services. VP Sorber pulled up the CORE (Coordinated Oregon Research Enterprise) website (<https://www.coregon.org>) and did a walk-through for the Board members. VP Sorber said this site is essentially functioning as a dashboard for CCC. Anyone can pull up the site.

On the CORE website, VP Sorber pulled up the screen for the “Big Four” which includes the following four metrics. These metrics are similar to what national groups use to determine how well an education institution is serving its students.

1. Passing Gateway Courses: Students who complete college-level math and writing courses early in their education careers build a solid skills foundation and are more likely to succeed in future coursework. The chart shown tracks students who earned an A, B, C, or pass in WR121 or MTH105/111 within their first year.
2. Staying Enrolled: Students who return to college after their first summer away are more likely to remain until graduation. The chart shown tracks students who enrolled in credit-bearing coursework during their second fall term.

3. Reaching Momentum and Milestone Points: Students who accumulate a large amount of credits quickly are more likely to persist to future terms. The chart shown tracks students who earned 30 or more credits within their first year.
4. Achieving Success: Students who graduate or transfer to a university have achieved educational success. The chart shown tracks students who have either earned any formal award (degree or certificate) or enrolled at a four-year institution (without first earning an award) within three years of their first term.

Discussion about the data included:

- Targets – where do we want these numbers to go?
- How to track how students' goals change over time, e.g., students enroll to study one program and then switch to another program.
- The average number of program changes and tying it to an action the College might take, e.g., advising.
- The ability to look at trends we don't even know exist.
- Steps being taken to transition the College to becoming more data-informed; developing the culture around data.
- Identifying problems specific to programs; e.g., maybe it is a program design problem, a preparation problem where we don't have the prerequisites lined up, etc.

VP Sorber demonstrated how this tool can break down the data by gender, race/ethnicity, age, veteran, low-income, first generation, enrollment (full-time, part-time, half-time), and program. He explained we have the option to download the data.

President Breitmeyer said he would like to talk with the Board about identifying indicators they think are valuable and can be predictive of student success. He added that we want to be very strategic. There are a lots of things we need to drill down on, and are there other metrics we can suggest?

VP Sorber said Linn-Benton uses these metrics based on a lot of data from other community colleges on student success. Karen Burke asked if we have data for students who are passing the gateway math and writing classes. Are they reenrolling in higher level courses? Rosemary Baker-Monaghan commented that we need to drill down to understand the factors impacting the data; does it have to do with housing and food insecurity, housing, scholarships or lack of scholarships, etc.? Are there issues down the road we can impact? VP Sorber said this data tells us the "what" but not the "why." For example, 47% of our full-time students completed their writing classes. It doesn't tell us why 53% didn't complete. The SENSE survey data is also available on this site. This

data is more from the student perspective about what their experience has been, e.g. “I was able to meet with an academic advisor at times convenient for me.” He added that a lot of data will come from the CCSSE (the Community College Survey of Student Engagement) which is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. The CCSSE asks more detailed questions regarding the why. Ms. Baker-Monaghan pointed out it is important to identify inadvertent barriers for students.

Robert Duehmig asked what kind of dashboard the Board could look at to get to a higher level. President Breitmeyer said he wants to look at where we are now, where we want to be, and what can we realistically do, e.g. interventions we are employing like strategic enrollment management or scheduling. He added that we need to allow some time after implementing an intervention to measure its impact. Multiple measures are valuable, and we really need to look at trend lines and then decide what is working and what’s not. VP Sorber said they are going through a similar exercise at Student Services and looking at what is most impactful for student success utilizing data and the professional knowledge they bring to the table. Student Services is identifying what they want to do and what they want to prioritize in the next year to move forward on enrollment, retention, and completion.

Tim Lyman asked about employment data for students, e.g., are students getting jobs in their field and are they keeping their jobs. There is data showing that CCC ranked 674th out of 710 community colleges in placing students in employment. There was further discussion around how that data was gathered and whether it shows a true picture of where CCC is. Data can come from student surveys, employer surveys, and the Department of Labor. Data from the Department of Labor in particular uses broad categorizations and not by the type of work students are doing.

Dave Zunkel asked VP Sorber if he is comfortable with the Big Four. VP Sorber replied that he is. The Big Four are very broad indicators that have a lot of research behind them and support our broader goals for getting students to completion. He added that the benefit of having a big research base is to be able to draw on a repository from other community colleges for actions we can take. President Breitmeyer said we are moving toward the concept of pathways – asking students what they want to do, what is the job they want to have, and putting them on that path. In response to a question by Ms. Burke, VP Sorber said we have data on students who don’t place at the college level for the gateway courses, including how many of those students go on and how successful they are.

President Breitmeyer said the VFA (The Voluntary Framework of Accountability – the principal institutional accountability and improvement framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students’ goals and educational experiences) has a much broader database we can look at. We are in the third cohort of participating community colleges.

Ms. Baker-Monaghan asked how to access this data. VP Sorber said there is no login for the site (coregon.org). He will send out the link.

With no further discussion, the Work Session adjourned at approximately 6:35 p.m.

Chris Breitmeyer, President

Rosemary Baker-Monaghan, Vice Chair

Transcribed by Pat Schulte, Board Secretary