

VISIONING SESSION AND TRENDS OVERVIEW FOR THE CAMPUS MASTER PLAN

Central Oregon Community College

January 13, 2017

Paulien & Associates

Two Year College Experience:

- Madison Area Technical College (6 campuses)
- York Technical College (SC)
- Orangeburg-Calhoun Technical College (SC)
- Minnesota West Community and Technical College – 5 Campuses
- Yavapai College (AZ) 6 sites
- Laramie County Community College (WY)
- Seattle Central Community College (WA)
- Central Piedmont Community College (NC) 6 campuses
- Tidewater Community College (VA)
- Seattle Central Community College (WA)
- (4 campuses)
- Central Carolina Technical College (SC)
- Community College - District of Columbia (DC)
- Truckee Meadows Community College (NV) – 5 Campuses
- Atlantic Cape Community College (NJ)
- Cuyahoga Community College
- Tulsa Community College (OK) – 4 Campuses
- Ivy Tech Community College System (IN) – 23 Campuses in 14 Regions
- Wyoming Community College System – 7 campuses
- Hillsborough Community College (FL) – 4 campuses
- Colorado Community College System – 13 Institutions
- Front Range Community College (CO) – 4 Campuses
- Pima Community College District (AZ) – 6 Existing and 3 centers

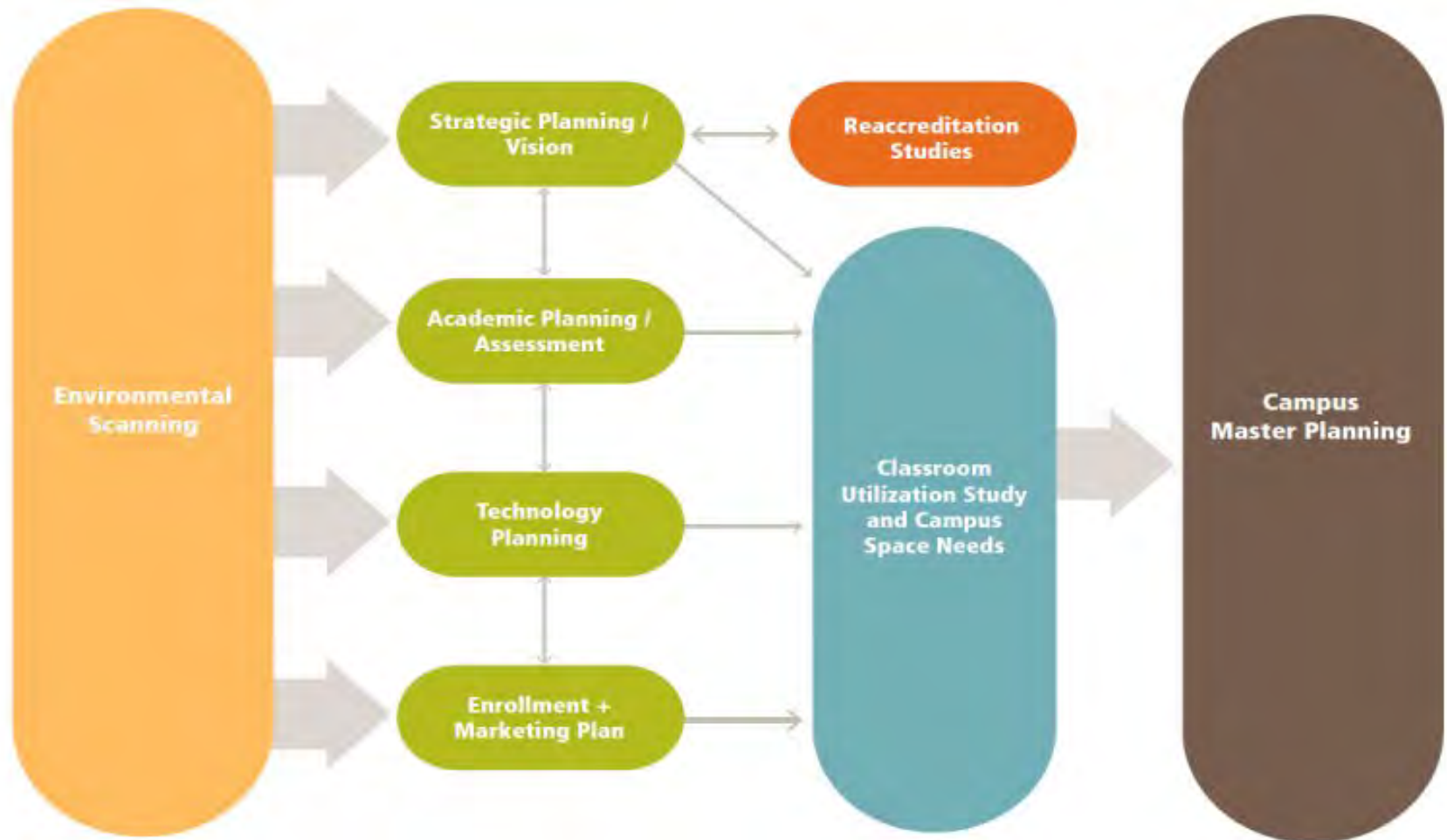


- **230+ Two-year College campuses**
- **Colleges in 46 States**

Paulien & Associates

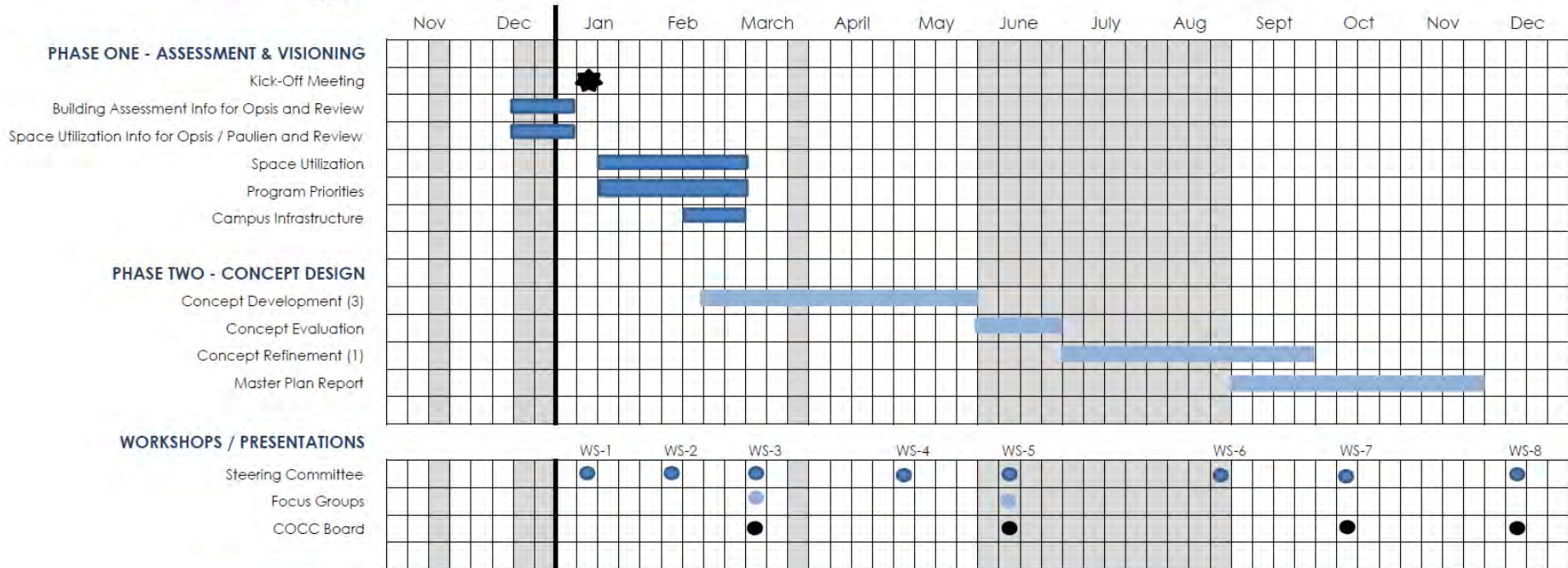
+720	Campuses
49	States
9	Countries
37	Years in Higher Education Planning

Planning Context



Campus Master Plan Process

COCC MASTER PLAN PROJECT SCHEDULE 01.11.17



WORKSHOP 1

1 1/2 days
Bldg Assessment
 Previous Reports
 Bldg Walk
Visioning - Campus and Programs
 Steering Comm

WORKSHOP 2

1 1/2 Days
Campus Infrastructure
 Previous Reports
 Campus Walk
Visioning - Campus and Programs
 Steering Comm

WORKSHOP 3

1 1/2 days
Steering Mtg
 Project Update
Priorities - Campus and Programs
 2-4 Focus Groups
Board Presentation
 Vision and Priority Review

WORKSHOP 4

1 Day
Steering Mtg
 Finalize Program
 Review Concepts
 2-3 Options

WORKSHOP 5

1 Day
Steering Mtg
 Select Concept
 Finalize Program
Focus Groups
 4 Groups @ 1hrs
 Select Concept
Board Presentation
 Concept Review

WORKSHOP 6

Video Conference
Steering Mtg
 Refine Selected Concept
 Report Outline

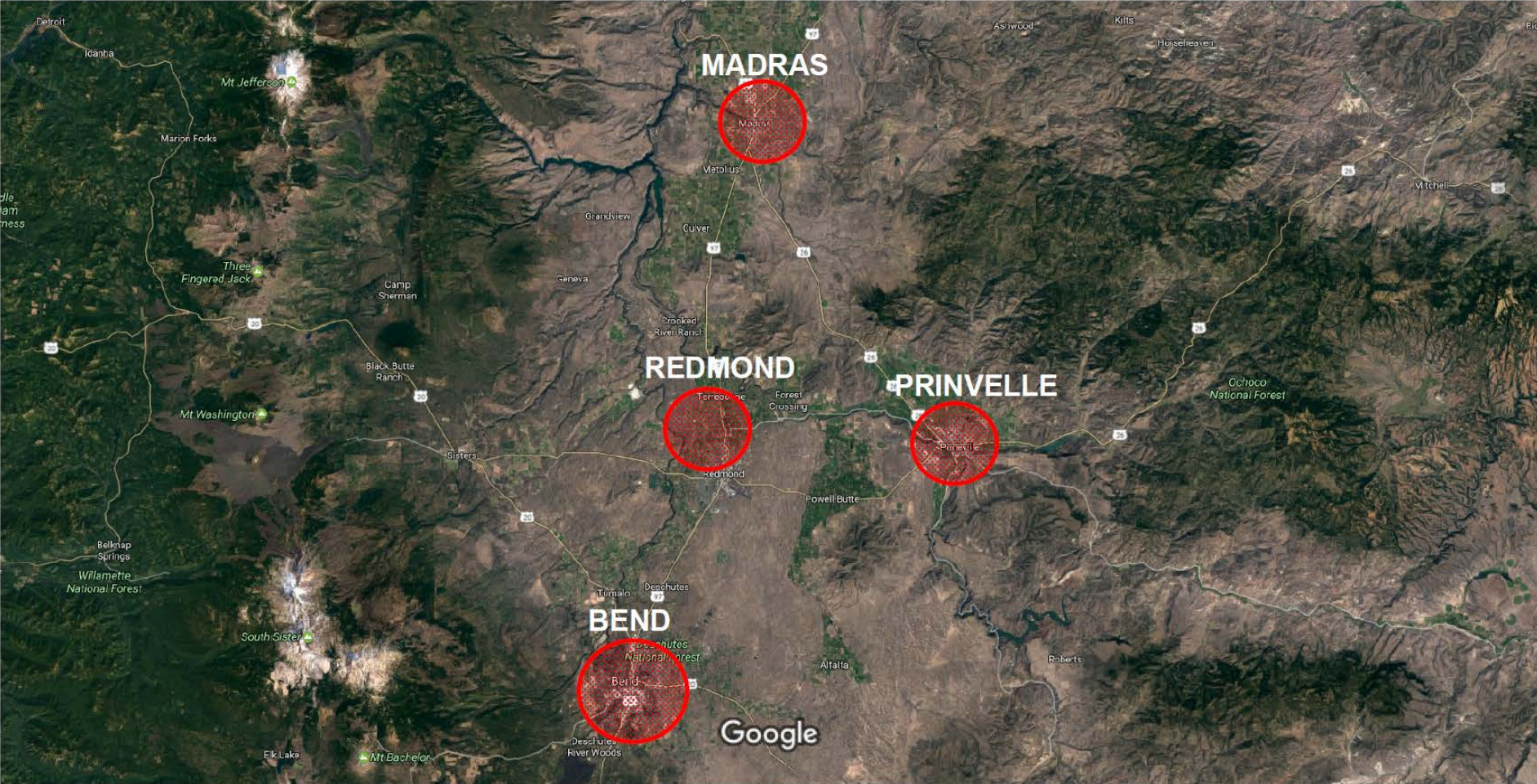
WORKSHOP 7

1/2 Day
Steering Mtg
 Finalize Concept
 Draft Report
Board Presentation
 Project Update

WORKSHOP 8

1/2 Day
Steering Mtg
 Review Final Report
Board Presentation
 Report Presentation

Campus Master Plan



Visioning Purpose: Bridging the Gap

External Analysis

❖ Population Projections

- Age
- Income
- Educational Attainment
- Ethnicity
- Migration Patterns

❖ Occupational/Labor Analysis

- Employment Projections
- Industry Outlook
- Unemployment
- Labor Force Skills

❖ High School Projections

❖ Trends

❖ Best Practices

❖ Competition

❖ Participation Rates

❖ Technology

GAP

Visioning and
Institutional
Strategy

Internal Analysis

❖ Historic Enrollment Analysis

- Age
- Full-Time /Part Time
- Gender
- Ethnicity
- FTE/Headcount Ratio
- Placement Level

❖ Current Degrees/Certificates

- Technical Degrees Granted
- Transfer
- Workforce Training

❖ Enrollment Management

- Recruitment/Marketing

❖ Retention Rates/ Grad Rates

❖ Faculty Ratios

❖ Distance Learning

Visioning Outcomes

- **Develop a better understanding of the campus and decisions being made**
- **Look beyond the strategic plan with a glimpse into 2025-2027**
- **Open dialogue about some of the ideas and images conveyed in this presentation:**
 - Consistency with the vision, mission, and values of COCC?
 - Relevancy for COCC community and students
 - Which of these concepts are critical to the future of LCCC?
- **Developing a Campus Master Plan**
 - What should we know about COCC?
 - What should we not overlook?
 - What is the most important issue that **MUST** be addressed?
- **Specific vision or goals for the master plan?**

“The goal of campus master planning is to assure that facilities and infrastructure resources are available to accomplish future strategic institutional and academic goals”.

COCC VISION, MISSION AND STRATEGIC OBJECTIVES

Campus Master Plan Visioning Session

COCC Vision and Mission Statements

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.



COCC Themes and Strategic Objectives

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.

Workforce Development

- Students of Career and Technical Education (CTE) programs will be prepared for employment and advanced education through the acquisition of knowledge and skills necessary to meet current industry standards.

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.

Lifelong Learning

- Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.

Institutional Sustainability

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

Strategic Objectives Related to Campus Master Planning:

TA1: Maximize support services for successful completion

TA2: Strengthen Student Opportunities – progress toward degree

WD.1: Maximize support services

WD.4: Cultivate current and future industry partnerships

BS.3: Success in ASE will lead to success in credit math and writing course

LL1: Expand accessibility and instructional delivery of CE

IS6: Further develop and enhance faculties and infrastructure to ensure institutional quality, viability...

COCC 2015-18 Academic Master Plan

Priority A	Provide comprehensive, accessible instructional resources
Priority B	Attract, recruit and retain a diverse, highly qualified faculty
Priority C	Review and improve programs and processes
Priority D	Provide equitable, appropriate faculty, programs and processes at the Redmond, Madras and Prineville campuses
Priority E	Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC's curricula and programs

Academic Plan builds upon COCC's existing strengths and aligns with COCC's 2013-18 Strategic Plan to effectively fulfill COCC's Mission and Vision.

2016-2018 Madras and Prineville Academic Plan – Five Priorities

- 1) Sufficient level of courses to attract college-ready H.S. Students
- 2) Offer courses which prepare student for college level course and workplace skills
- 3) Recruit local faculty dedicated to each campus
- 4) Provide on campus access to student advising and other essential student services
- 5) Conduct annual data driven analysis – mission fulfillment

Campus Planning Alignment

Strategic Plan: 2013-2018

2013

2018

Academic Master Plans: 2015- 2018

2015-16

2018

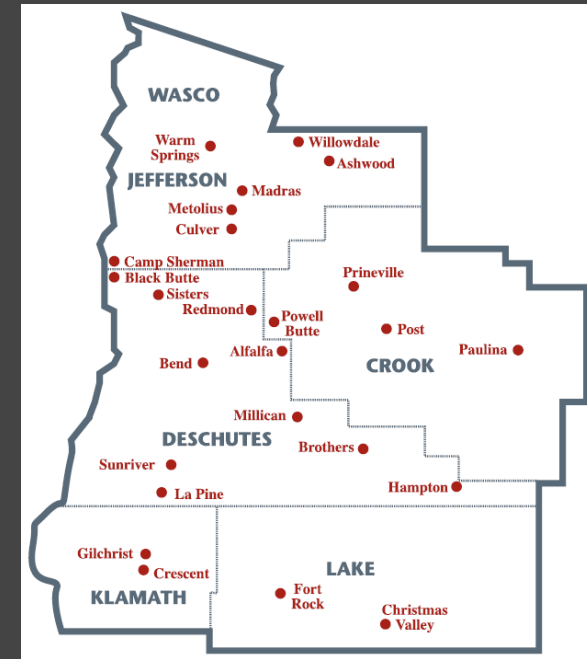
Campus Master Plan: 2017-2027

2017

2027

Questions for Review

- a. What strategic objectives have been accomplished?
- b. Which objectives are still being implemented?
- c. As the current strategic plan expires in 2018, is a new college-wide vision emerging?
- d. Are there new themes and objectives emerging that need to be aligned to the Campus Master Plan?



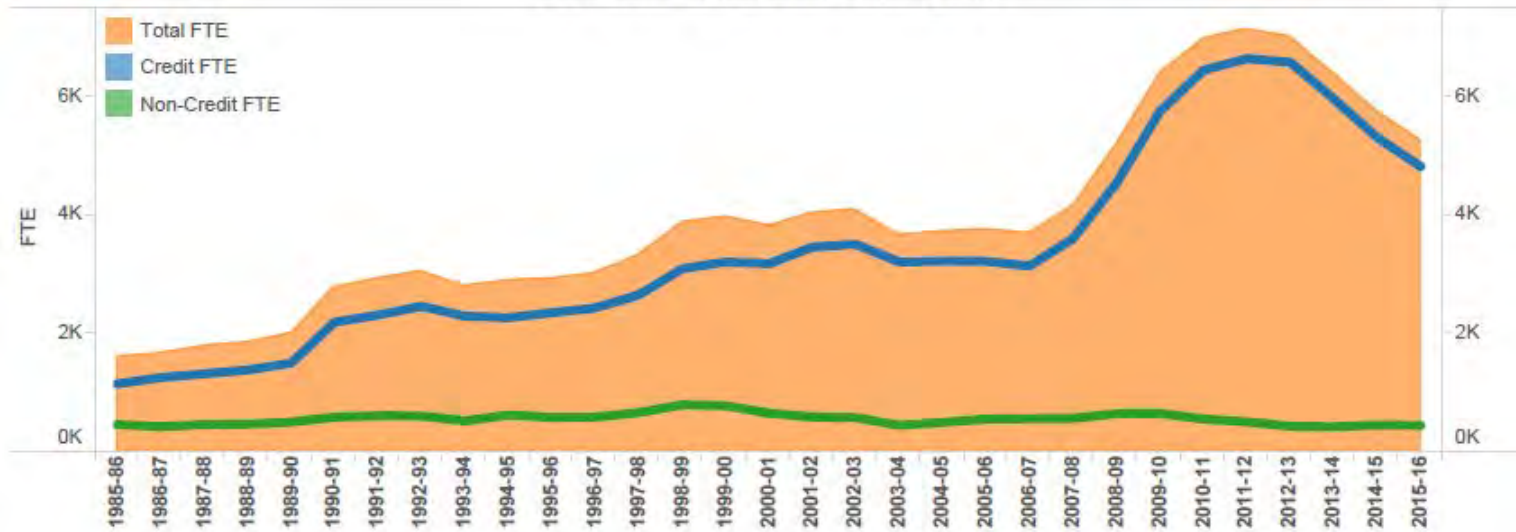
INTERNAL ANALYSIS

COCC Visioning Session

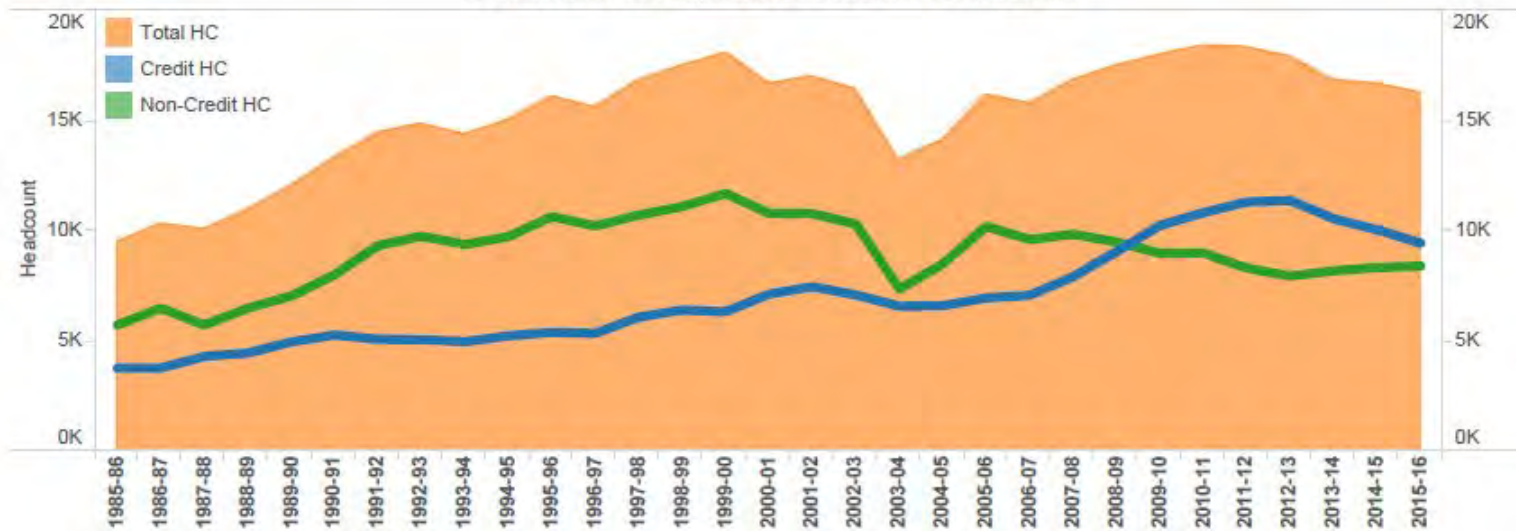
January 2017

Historical Enrollment

FTE: Student Full Time Equivalent

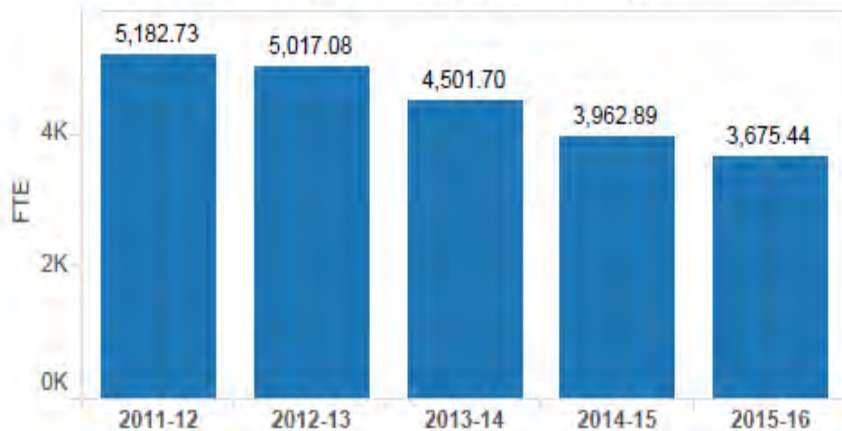


Headcount: Unduplicated Student Headcount



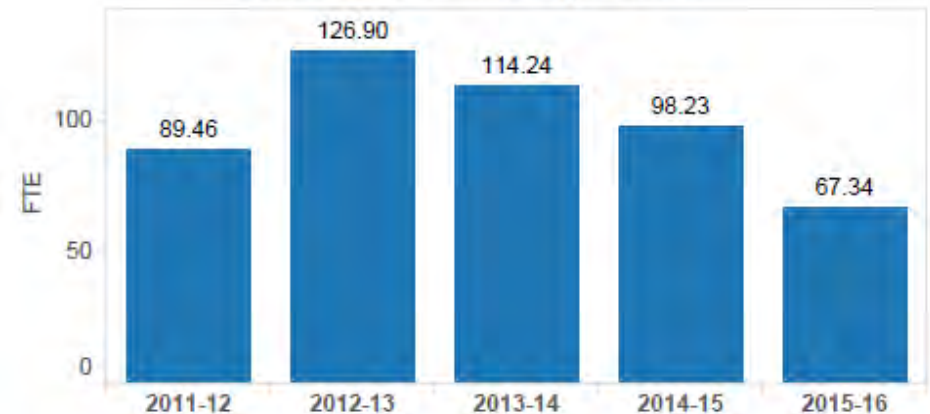
FTE by Campus- Credit and Non Credit

Student Full-Time Equivalent



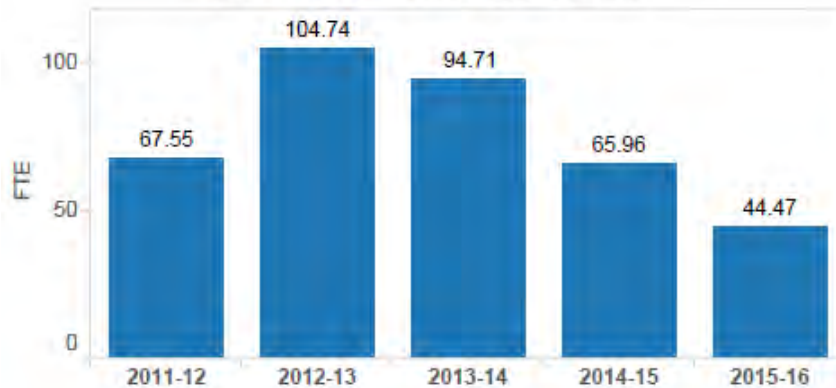
Bend: 1,508 FTE decrease

Student Full-Time Equivalent



Madras: 60 FTE decrease

Student Full-Time Equivalent



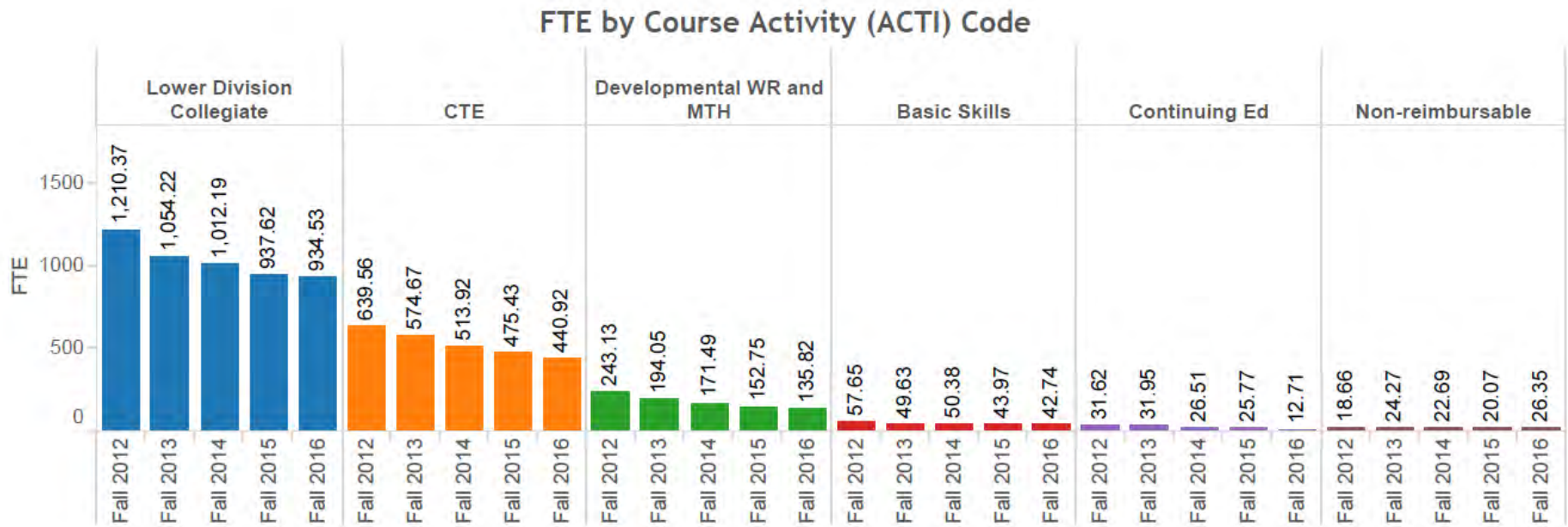
Prineville: 60 FTE decrease

Student Full-Time Equivalent



Redmond: 316 decrease

Fall Enrollment by Activity- Credit and Noncredit



Collegiate = 22.7% decrease

CTE= 31% decrease

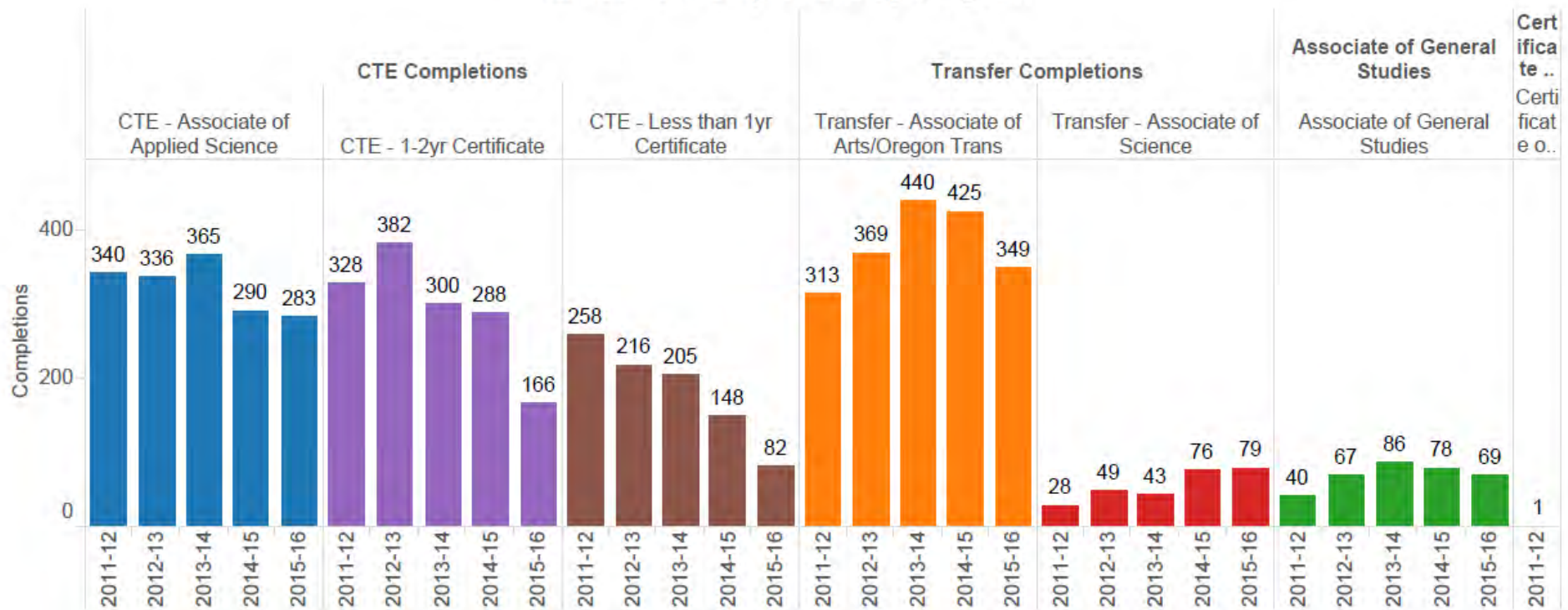
Developmental= 44% decrease

Basic Skills = 26% decrease

Continuing Ed: 60% decrease

Completions

Number of Completions by Program



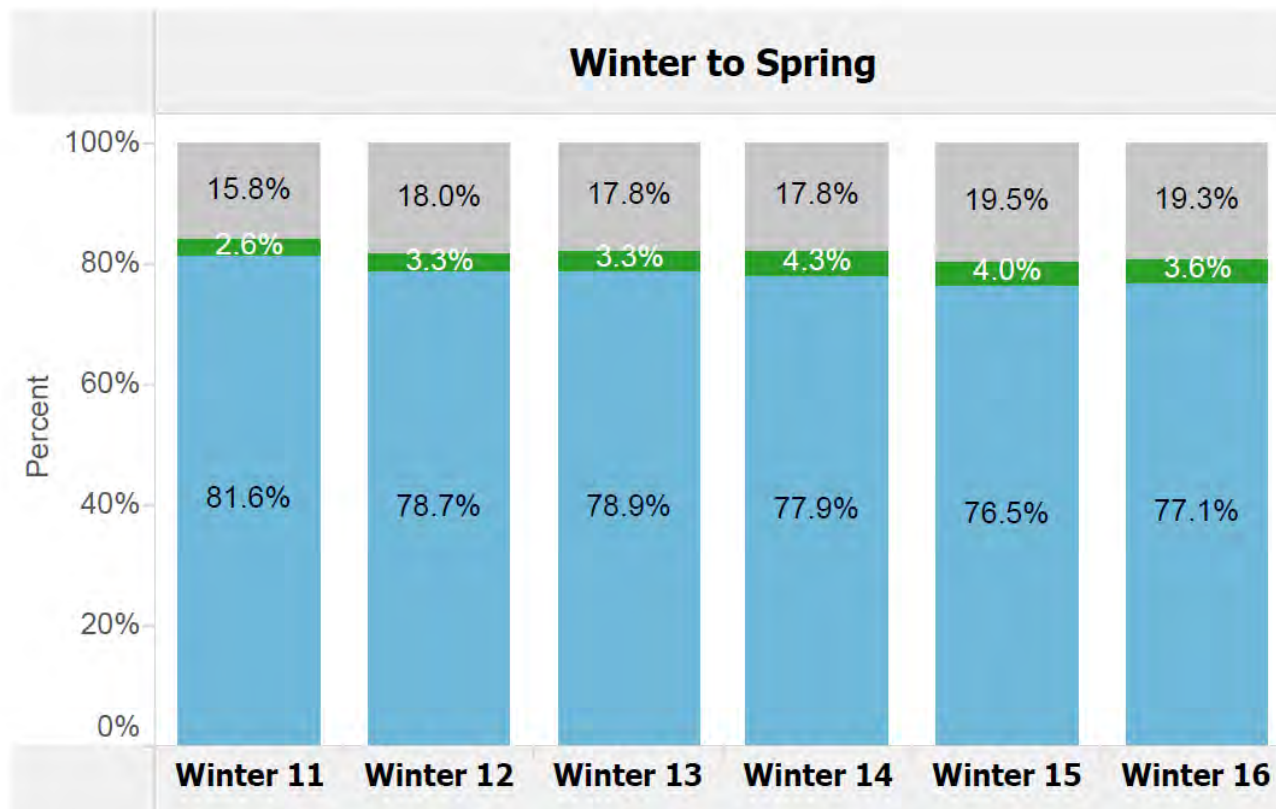
Retention – Winter to Spring

Excludes continuing education students

Percent of Students Graduating, Retained or No Longer Enrolled

Retention Status

Not Enrolled Graduates Retained






Graduates - students earning a degree or certificate after the first term are counted as grads in the second term.

Not Enrolled - students not enrolled at COCC during the second term. They may have enrolled elsewhere or stopped out.

Clearinghouse Graduation Rates

2008 entering cohort

Enrollment Intensity	Total Enrolled (#)	Total Completion Rate (%)	1st Completion at Same Institution (%)
Overall	1,107	31.74	24.65
Exclusively Full-Time	158	 59.61	53.16
Exclusively Part-Time	138	 6.52	5.07
Mixed Enrollment	807	 30.75	22.54

Six year outcomes and first completion for students who started at your institution by enrollment intensity

National Benchmark: Six year outcomes

Enrollment Intensity	Total Enrolled (#)	Total Completion Rate (%)	1st Completion at Same Institution (%)
Overall	983,433	39.13	26.14
Exclusively Full-Time	224,927	57.00	42.93
Exclusively Part-Time	90,449	18.79	16.50
Mixed Enrollment	667,239	35.89	21.81

Campus Facilities

Bend (early 60's)

201 acres with 26 buildings

671,330 square feet

Barber Library with 66,000 volumes

Fall 2015: New residence hall of 330 beds



Redmond Campus(1997)

Four buildings:

MATC=26,000 sf

TEC=34,000 sf



Madras Campus (2011)

One building of 10,000 sf

Prineville Campus (2011)

One building of 12,000 sf



Purpose of Centers: Toward a Common Definition



**A Survey of more than 280 community college centers in 241 Community Colleges
Focused on centers that are part of larger urban or regional community colleges**



- Outreach Centers provide access to college exploration, career planning, GED, as well as a connection to vital community resources.
- Typically located in underserved areas with lower educational attainment levels and high number of first generation students
- A focus on Adult and Developmental Educational



- Larger centers offer complete transfer degree- general education
- Less focus on developmental education but more on Dual Enrollment
- Students more likely to attend both home campus and center
- A 'location of convenience' for students in terms of travel and access
- Robust general education offerings at the 100 level – less at the 200 level



Corporate
or
Workforce
Center

- Most offer career training, professional development, personal enrichment, and small business acceleration classes
- Amenity driven as many are corporate clients
- Focus on needs of local businesses and state economic initiatives
- Flexible labs for equipment training in areas for demonstration
- Very little general education and CTE programs as focus is on professional development and training – funding sources



Advanced
Technology
Center

- Features include high-bay labs, garages, outdoor storage areas, multi-purpose training areas and equipment demonstration rooms
- Strong ties to local industry partners
- A strong focus on career and technical education programs (CTE)
- Many have a workforce development component that provides a feeder system of job-ready candidates for in-demand occupations for local employers

Multi-site Community Colleges

Survey of Community College Centers (PRELIMINARY)

Center Typology	Percent	Average Success of Center	Meeting Enrollment Projections	Adequate Space to Accomplish Mission	Anticipating Changes to Programs and Services
<i>One Primary Typology</i>	44%	4.1	3.5	4.4	1.8
Outreach Center	9%				
University or Transfer Center	12%				
Corporate/Workforce Center	7%				
Advanced Technology Center	16%				
<i>Two Typologies</i>	22%	3.5	3.9	3.5	3.0
<i>Three or More Typologies (Hybrid)</i>	34%	2.9	2.4	1.6	4.1

Success

1 = Unsuccessful

3 = Neutral

5 = Successful

Space

1 = Inadequate

3 = Neutral

5 = Adequate

Changes:

1 = No Changes

3 = Minor Changes

5 = Major Changes

Future Impact on Enrollment



Office of Student Access and Completion
Helping Oregon Students Plan and Pay for College

Oregon Promise

OregonStudentAid.gov

WHAT... is Oregon Promise?

Oregon Promise is a state grant that covers some or all tuition at any Oregon community college for recent high school graduates and GED® recipients.

WHO... can apply?



Be a recent Oregon high school graduate or GED® recipient



Enroll in an Oregon community college within 6 months of graduation



Have a 2.5 cumulative GPA or higher



Be an Oregon resident at least 12 months prior to enrollment

The Oregon Promise Grant was created by the Oregon Legislature in 2015 with first awards being available during fall 2016. The Oregon Legislature appropriated \$10 million for the first year of the program.

Discussion

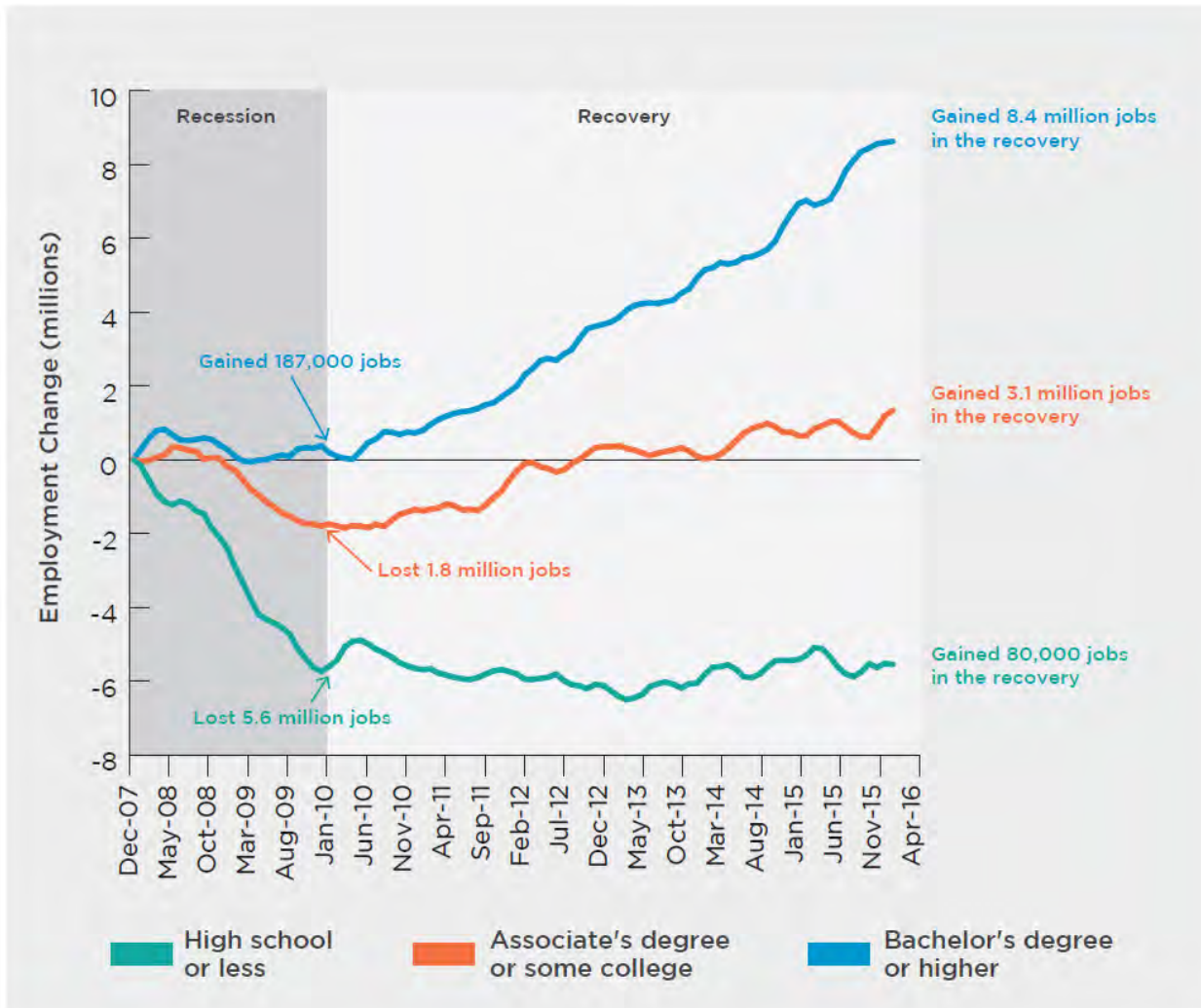
- a. What is the 'state of the College' regarding enrollment and key student success metrics?
- b. What distinguishes one campus/center from another? What is the competitive advantage of each campus or center site?
- c. What is the College's role regarding community and workforce development? Is it changing?
- d. What are the primary drivers of enrollment and other key metric changes?
- e. How is housing impacting enrollment levels?
- f. How will partnering/competing with OSU - Cascade impact enrollment drivers?
- g. How are declines in enrollment being addressed? Are additional student or learning support services needed?
- h. How will online or alternative delivery impact enrollment and the need for instructional facilities moving forward?

EXTERNAL ANALYSIS

COCC Visioning Session

January 2107

National Perspective



Nearly all of the jobs created in the recovery have gone to workers with a least some postsecondary education.

Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey* (CPS) data, 2007-2016.

Note: Employment includes all workers age 18 and older. The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using a four-month moving average.

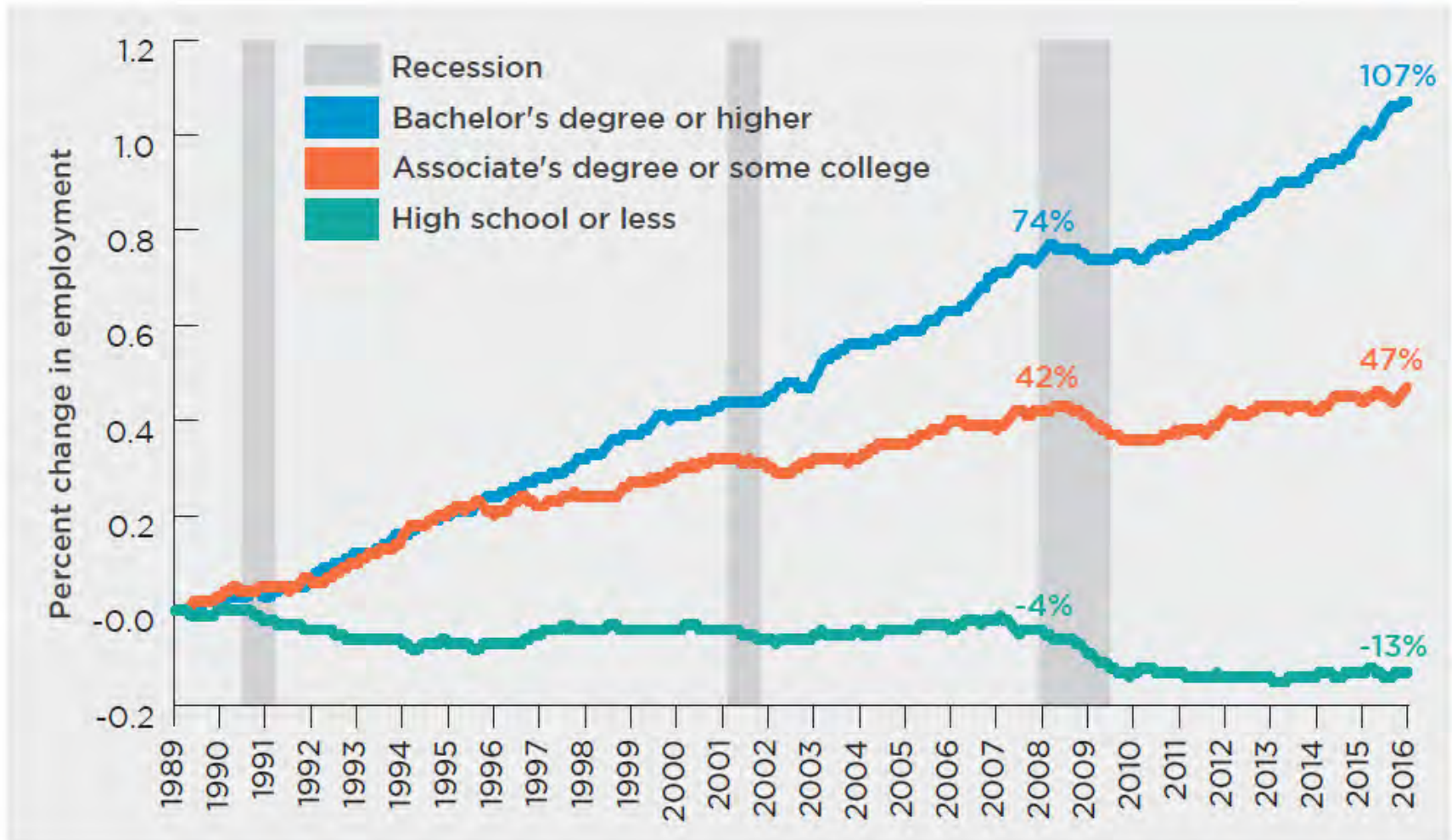
GEORGETOWN UNIVERSITY



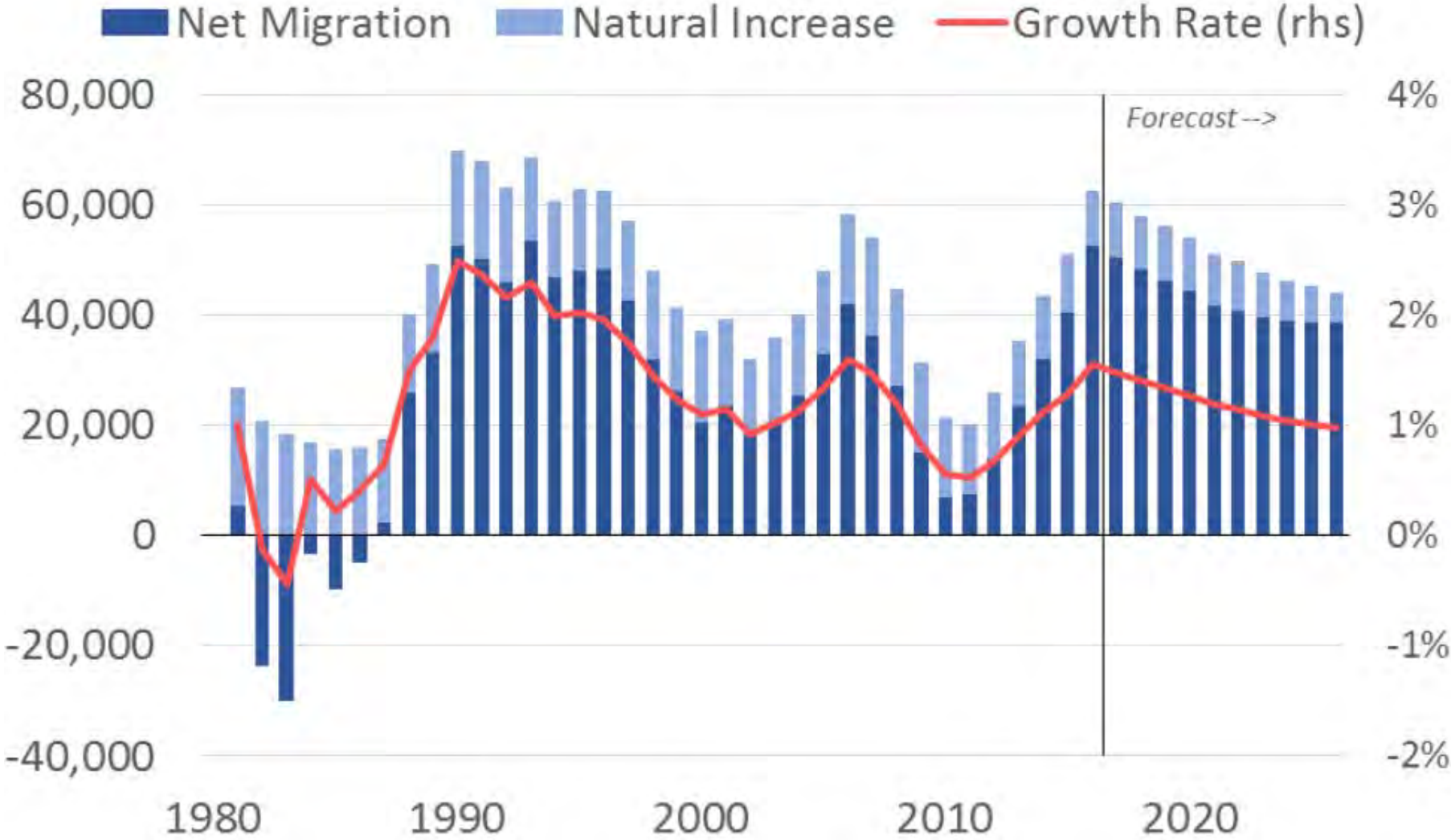
Center
on Education
and the Workforce

McCourt School of Public Policy

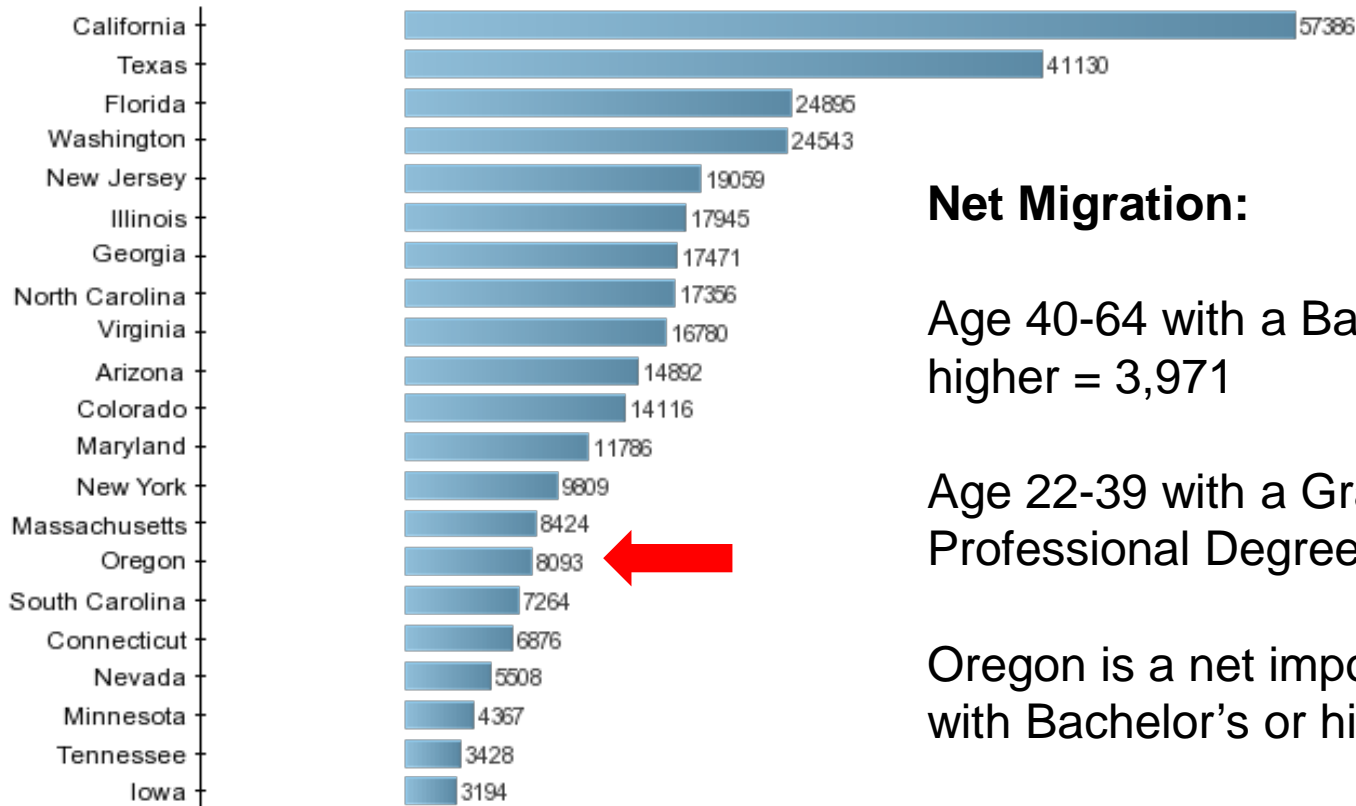
The number of associate degree or some college workers has continued to increase since 1989, but has not kept pace with workers with a bachelor's degree or higher



Oregon Population Growth



Net Migration – 22 to 39 years of age with a Bachelor's degree or higher: 2012-2014



Net Migration:

Age 40-64 with a Bachelor's degree or higher = 3,971

Age 22-39 with a Graduate or Professional Degree = 3,818

Oregon is a net importer of workers with Bachelor's or higher degrees

Source: U.S. Census American Community Survey Microdata Files for Public Use

Oregon Four Year Graduation Rates

Four Year Graduation Rates

Percent Above or Below Overall Rate

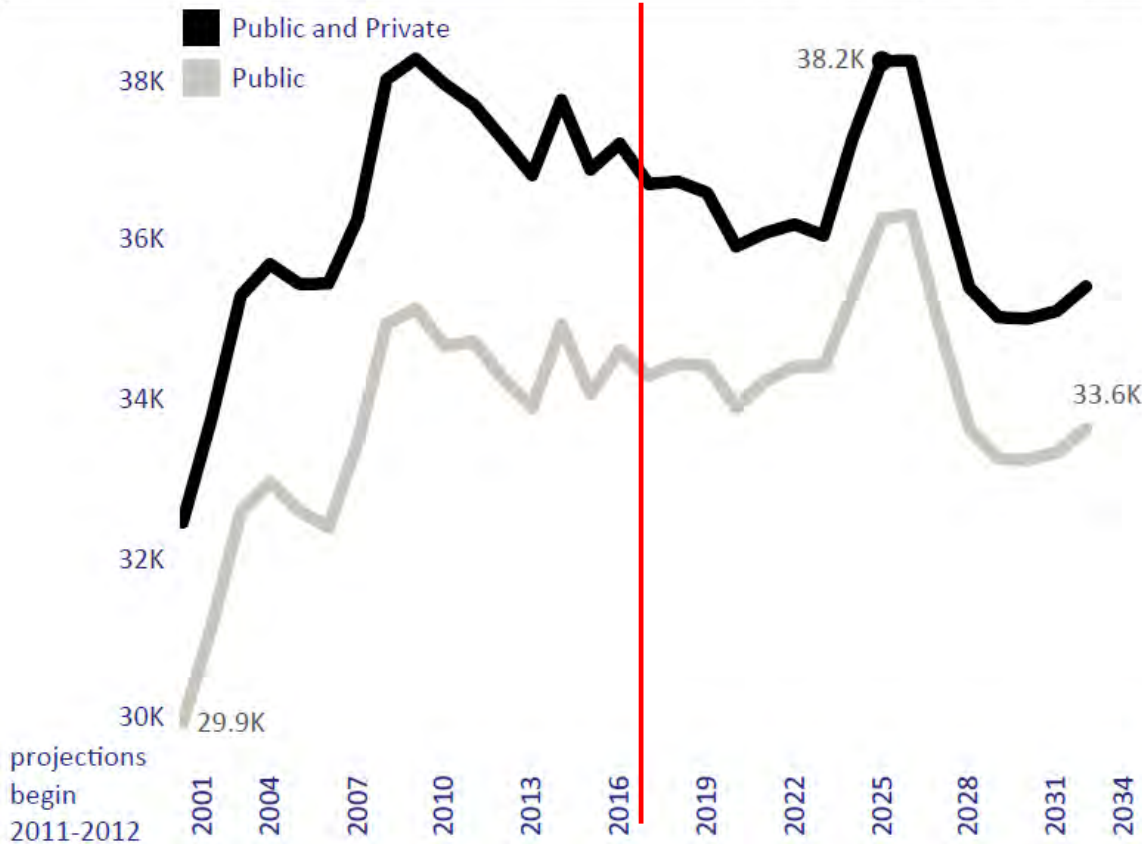
School Year	Overall	White	Asian / Pac.Isl.	Black	Hispanic	Amer. Ind. / Alaska Native
2012 - 13	68.7%	2.3%	12.3%	-11.7%	-7.9%	-16.7%
2013 - 14	72.0%	2.3%	11.0%	-12.0%	-7.0%	-18.0%
2014 - 15	73.8%	2.2%	10.2%	-10.8%	-6.4%	-18.8%

Source: U.S. Department of Education, NCES, Adjusted Cohort Graduation Rate (ACGR) ED Facts Consolidated State Performance Report, SY 2012–13 and ED Facts Data Groups 695 and 696, SY 2013–14 and SY 2014-15.

<http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>. Two or more races students are in the Overall graduation rate but not in any race or ethnicity group.

Oregon High School Graduate Projections

Overall High School Graduate Trends



36,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.

Oregon generates about 4.5% of the West's total, on average

The total number of graduates is projected to increase by 2.7% between 2011-12 and 2025-26, the next highest year for Oregon.

Oregon State Population Forecast

Forecasts of Oregon's County Population: 2000 - 2030 2015-2030

Area Name	2000	2005	2010	FORECAST				Percent Change
				2015	2020	2025	2030	
Oregon	3,431,100	3,626,900	3,837,300	4,001,600	4,252,100	4,516,200	4,768,000	19.2%
Crook	19,226	19,228	21,020	21,124	21,933	22,793	23,821	12.8%
Deschutes	116,278	135,588	157,905	166,892	182,455	198,650	214,288	28.4%
Jefferson	19,073	19,974	21,750	22,625	24,054	25,593	26,995	19.3%
Klamath	63,842	65,018	66,505	67,292	68,853	70,331	71,483	6.2%
Lake	7,434	7,684	7,890	7,919	7,936	7,948	7,931	0.2%
Wasco	23,827	24,469	25,235	26,037	27,388	28,827	30,186	15.9%
Total	249,679	271,961	300,305	311,887	332,619	354,141	374,704	20.1%

Source: Office of Economic Analysis, Department of Administrative Services, State of Oregon

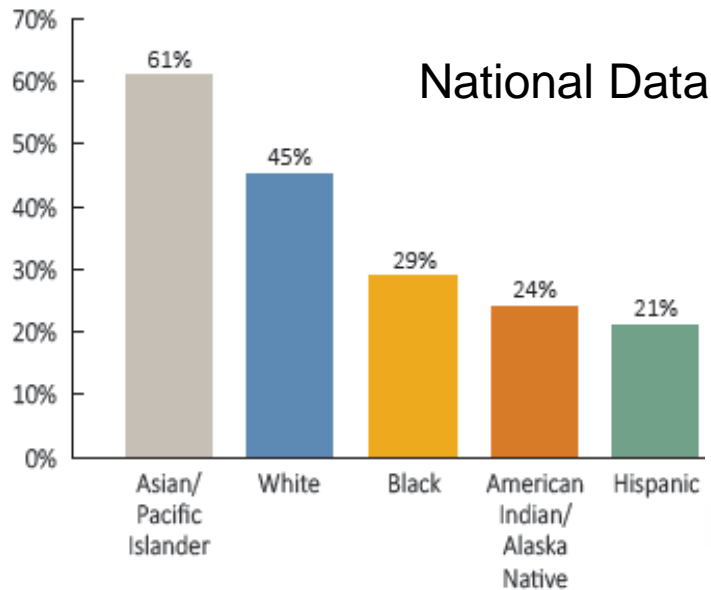
Bend and Redmond Campuses: Deschutes County

Madras Campus: Jefferson County

Prineville Campus: Crook County

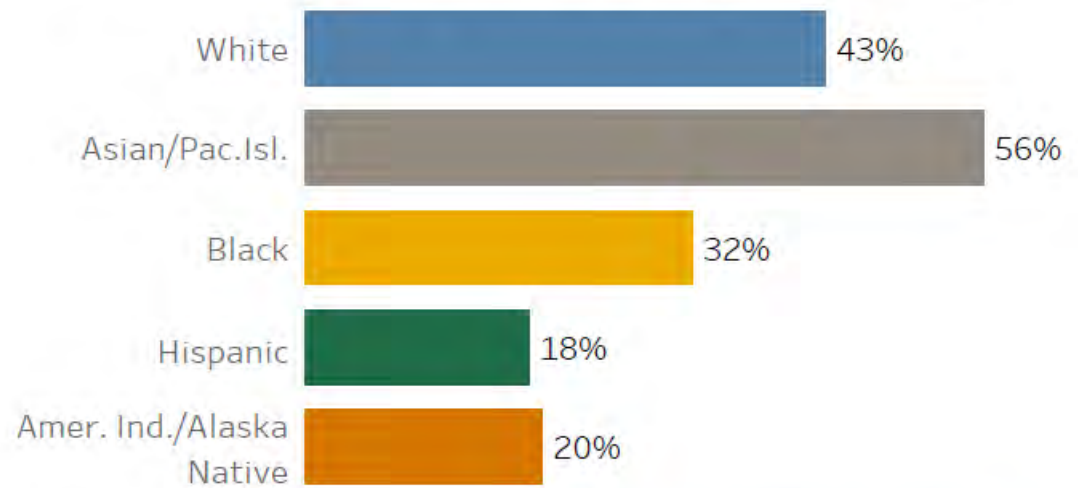
Educational Attainment

Figure 5.3. Postsecondary Educational Attainment Level, Associate's Degree and Above, by Race/Ethnicity, Adults aged 25-64 (2014)



Source: U.S. Census Bureau, 2012, 2013, and 2014 American Community Survey One-Year PUMS Files.

State of Oregon
Associate's Degree or Above (25-64 year olds), 2014



Source Lumina Foundation, *Stronger Nation*, 2016, <https://www.luminafoundation.org/>. Average annual percent of population ages 25-64 with an Associate's degree or higher in 2012-14.

COCC Participation Rates

Participation Rate Analysis: COCC Credit Instruction

County	Fall End of Term Headcount				U.S. Census		2015 Credit Participation Rate	
	2012	2015	2016	% Change 2012-16	2010	2015	% Change 2010-15	
Cook	416	382	353	-15%	20,978	21,630	3%	1.8%
Deschutes	5497	4911	4710	-14%	157,733	175,268	11%	2.8%
Jefferson	322	388	355	10%	21,720	22,666	4%	1.7%
Klamath	6	10	7	17%	66,380	66,016	-1%	0.02%
Lake	10	7	3	-70%	7,895	7,829	-1%	0.09%
Wasco	N/A	N/A	N/A	N/A	25,213	25,775	2%	
Other	1060	605	579	-45%	-			
Total	7311	6303	6007		299,919	319,184		
% Change				-17.8%			6.4%	

Sources: COCC Fall End of Term Headcount (IE Website) and U.S. Census

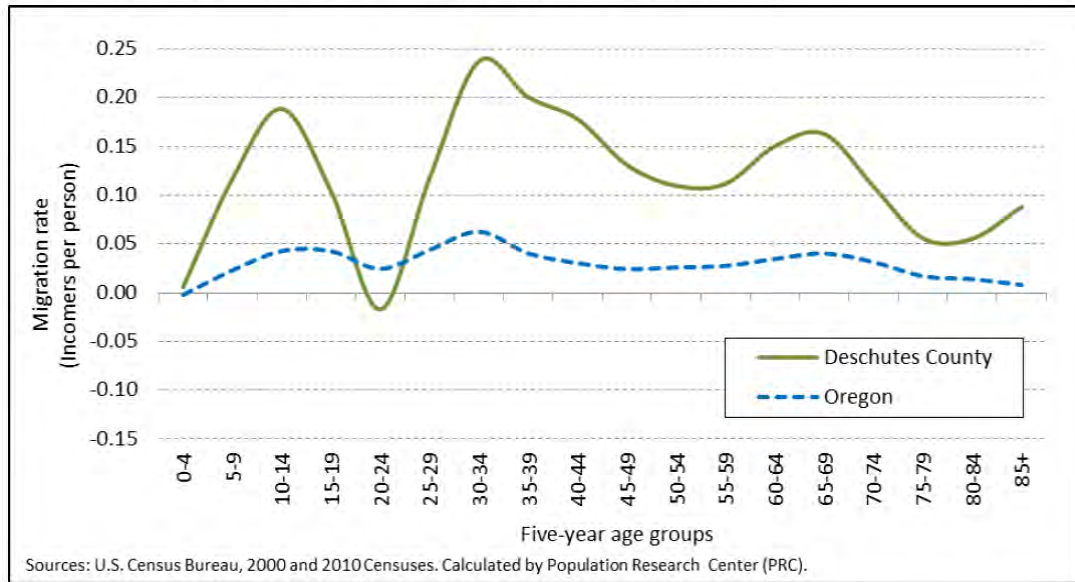
Bend and Redmond Campuses: Deschutes County
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Deschutes County Population Estimate by Age Category

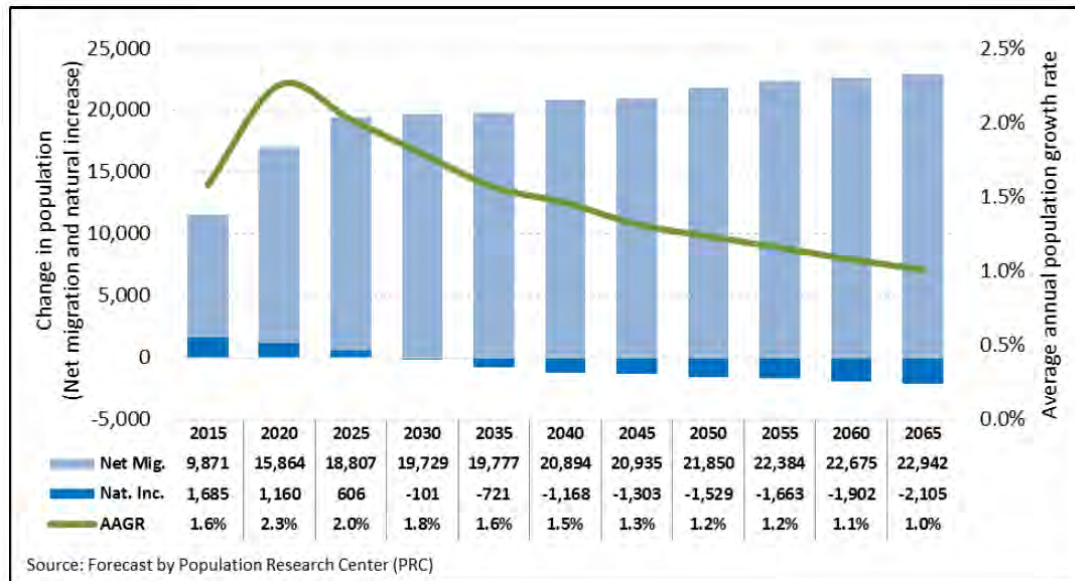
Age	2010 Total	2015 Total	2020 Total	2025 Total	2015 to 2025	
					Numeric Change	Percent Change
0-4	9,515	9,087	9,738	10,577	1,490	16.4%
5-9	9,909	9,741	9,693	10,373	631	6.5%
10-14	10,210	10,154	10,285	10,225	71	0.7%
15-19	9,595	9,813	10,075	10,131	319	3.2%
20-24	8,375	8,629	9,642	9,919	1,290	14.9%
25-29	9,917	9,358	10,496	11,769	2,411	25.8%
30-34	10,121	10,588	10,650	11,962	1,374	13.0%
35-39	10,589	10,597	11,486	11,560	962	9.1%
40-44	10,618	10,963	11,304	12,262	1,299	11.8%
45-49	11,162	11,181	11,895	12,284	1,102	9.9%
50-54	11,895	11,638	12,009	12,803	1,164	10.0%
55-59	11,733	12,764	12,876	13,344	580	4.5%
60-64	10,855	12,791	14,365	14,546	1,755	13.7%
65-69	8,030	11,017	13,404	15,089	4,073	37.0%
70-74	5,604	7,217	10,243	12,512	5,294	73.4%
75-79	3,851	4,820	6,381	9,108	4,288	89.0%
80-84	2,987	3,094	3,988	5,324	2,230	72.1%
85+	2,939	3,439	3,924	4,864	1,425	41.4%

Prepared by Office of Economic Analysis, Department of Administrative Services

Deschutes County

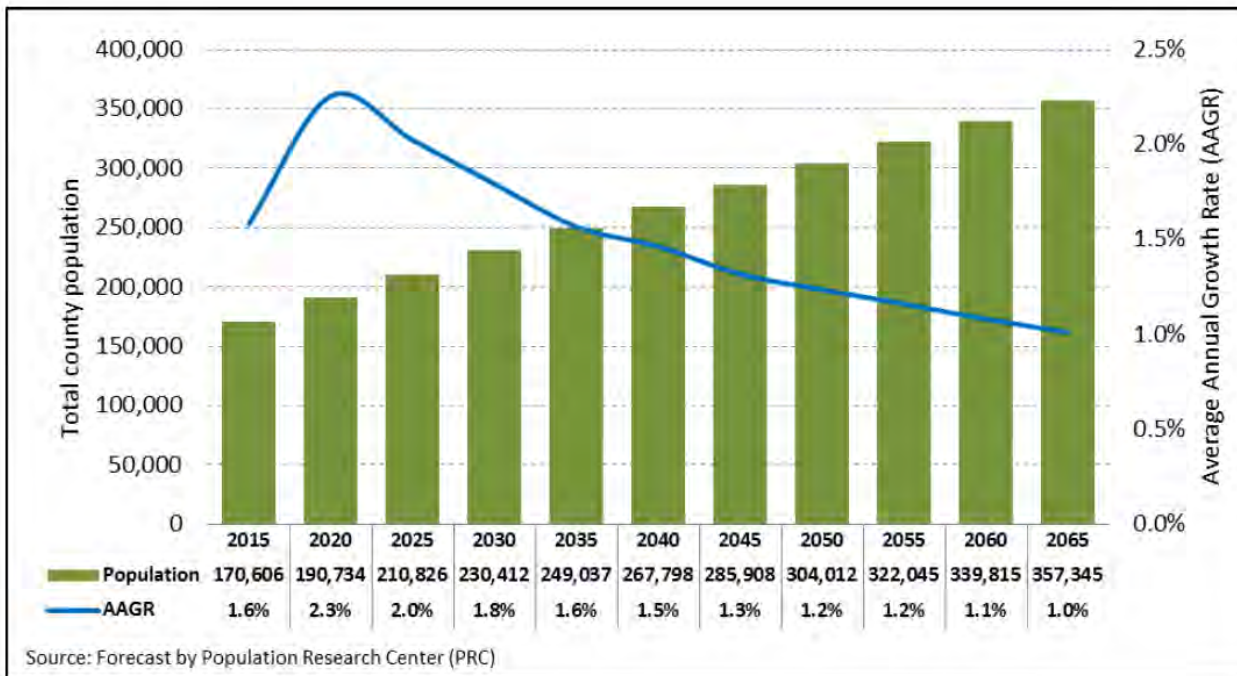


Historically, younger residents (20-24) were less likely to stay while 30-34 year old residents were migrating to the county.



Population growth is primarily from in-migration. Residents are more likely to have a bachelors degree or higher moving into the state.

Deschutes County

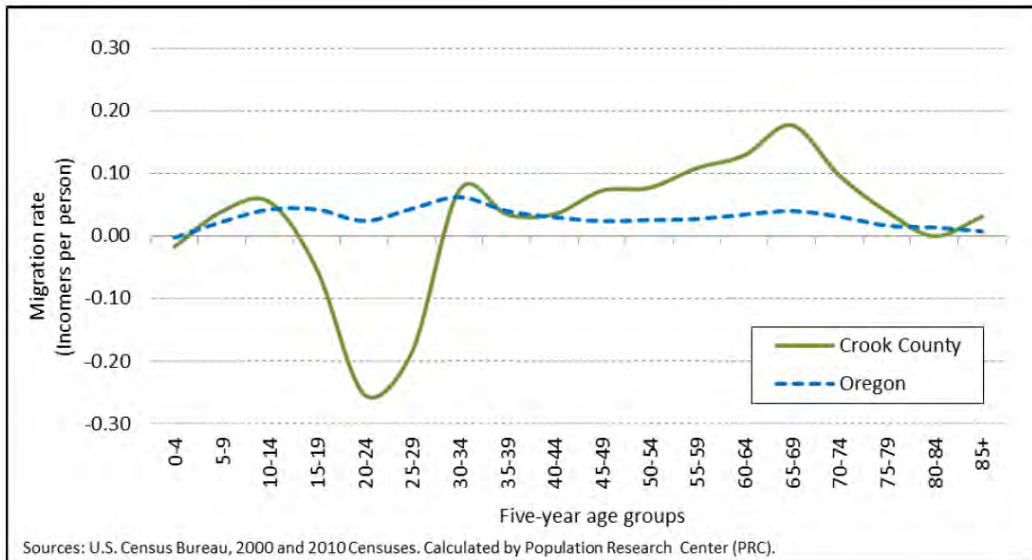


	2015	2035	2065	AAGR	AAGR	Share of	Share of	Share of
<i>Deschutes County</i>	170,606	249,037	357,345	1.9%	1.2%	100.0%	100.0%	100.0%
Bend ¹	85,737	132,209	194,793	2.2%	1.3%	50.3%	53.1%	54.5%
Redmond	27,715	39,812	64,785	1.8%	1.6%	16.2%	16.0%	18.1%
Smaller UGBs ²	4,002	7,389	13,048	3.1%	1.9%	2.3%	3.0%	3.7%
Outside UGBs	53,151	69,627	84,719	1.4%	0.7%	31.2%	28.0%	23.7%

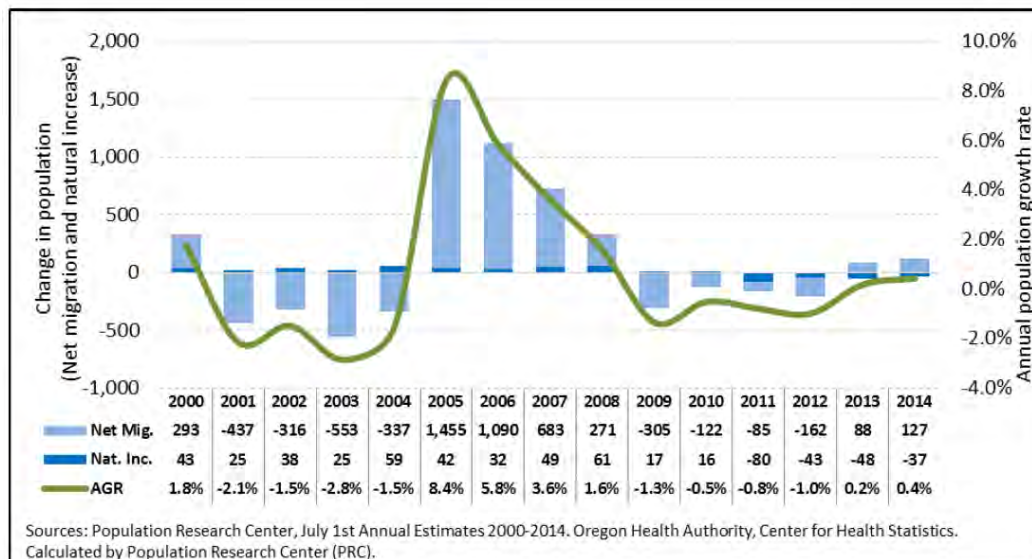
Source: Forecast by Population Research Center (PRC)

Deschutes County is experiencing greater average annual growth. This is expected to continue through 2020 before declining through 2065.

Crook County

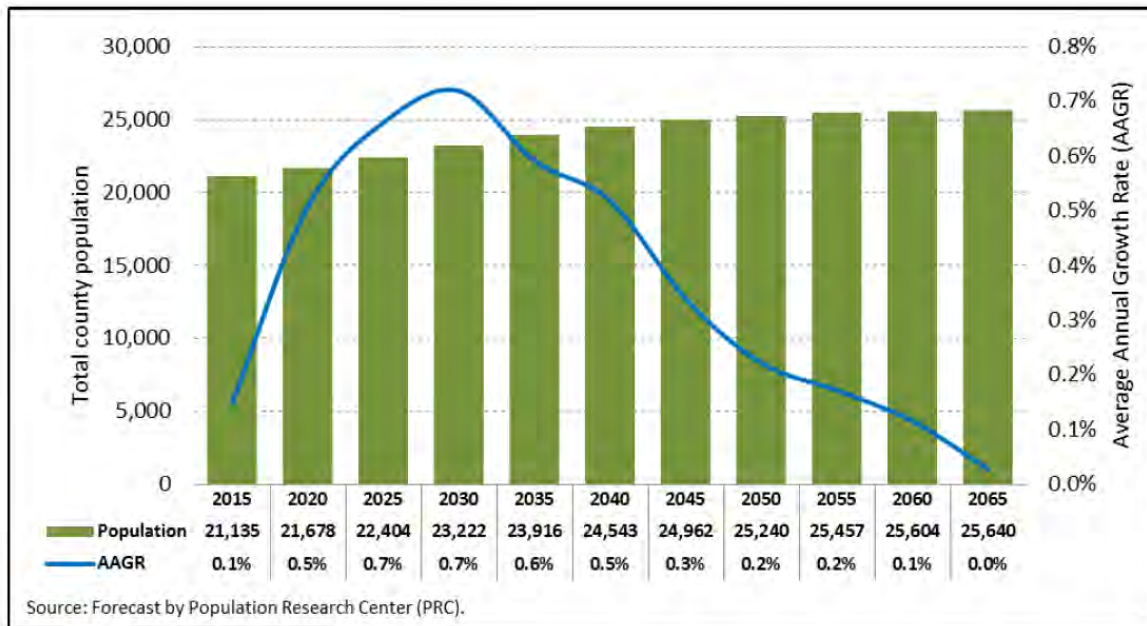


Historically, younger residents (20-24) were leaving the county while older adults (65-69) were migrating to the county.



Population growth is primarily from in-migration

Crook County

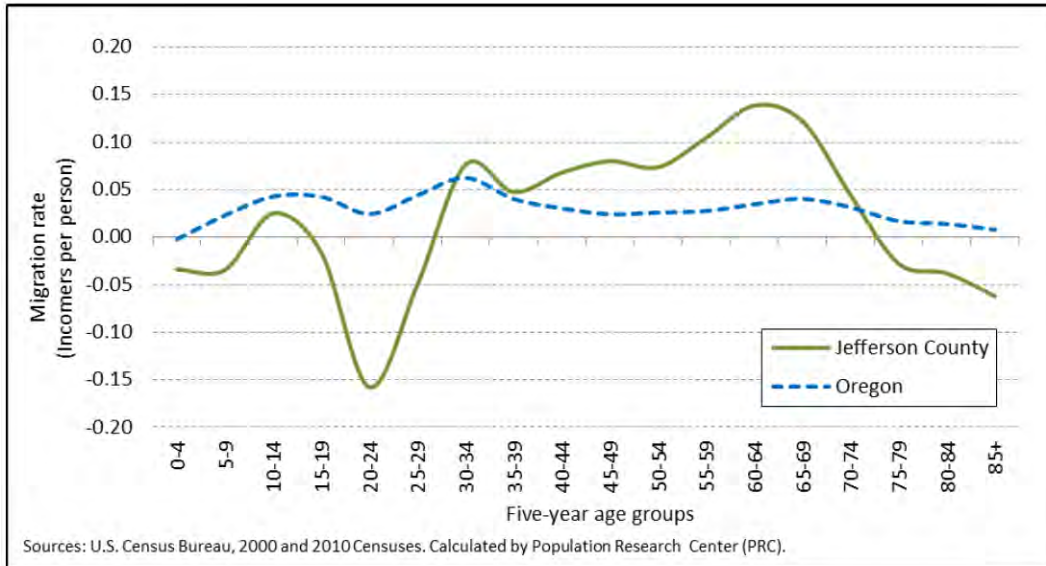


Crook County is experiencing greater average annual growth. This is expected to continue through 2030. Growth is currently more pronounced in the Prineville urban area, but this will change after 2035.

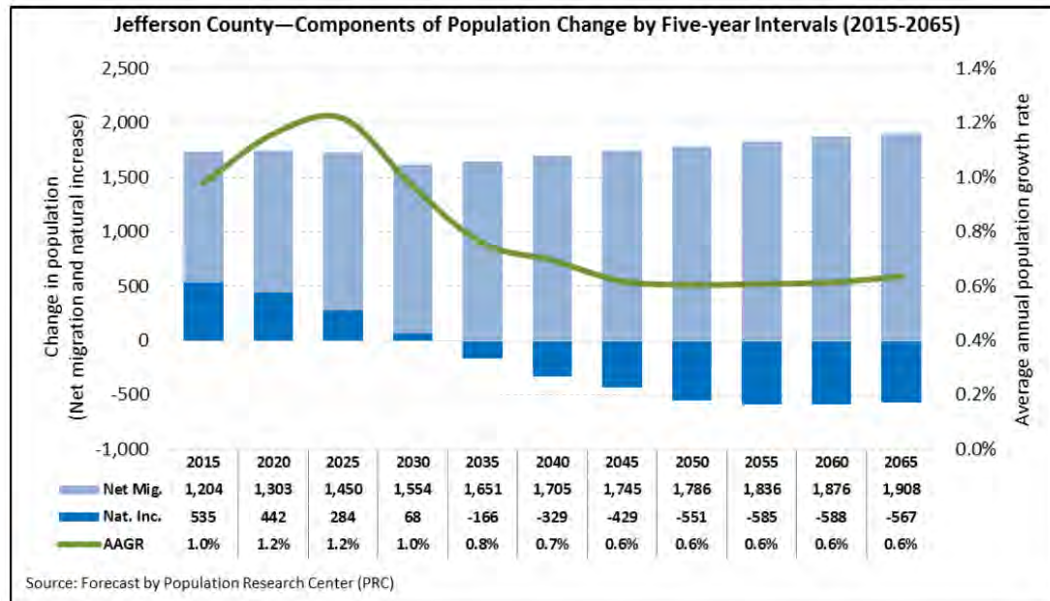
	Historical			Forecast				
	2000	2010	AAGR (2000-2010)	2015	2035	2065	AAGR (2015-2035)	AAGR (2035-2065)
<i>Crook County</i>	19,182	20,978	0.9%	21,135	23,916	25,640	0.6%	0.2%
Prineville ¹	10,540	11,213	0.6%	11,256	12,845	13,383	0.7%	0.1%
Outside UGBs	8,642	9,765	1.2%	9,879	11,071	12,257	0.6%	0.3%

Sources: U.S. Census Bureau, 2000 and 2010 Censuses; Population Research Center (PRC)

Jefferson County

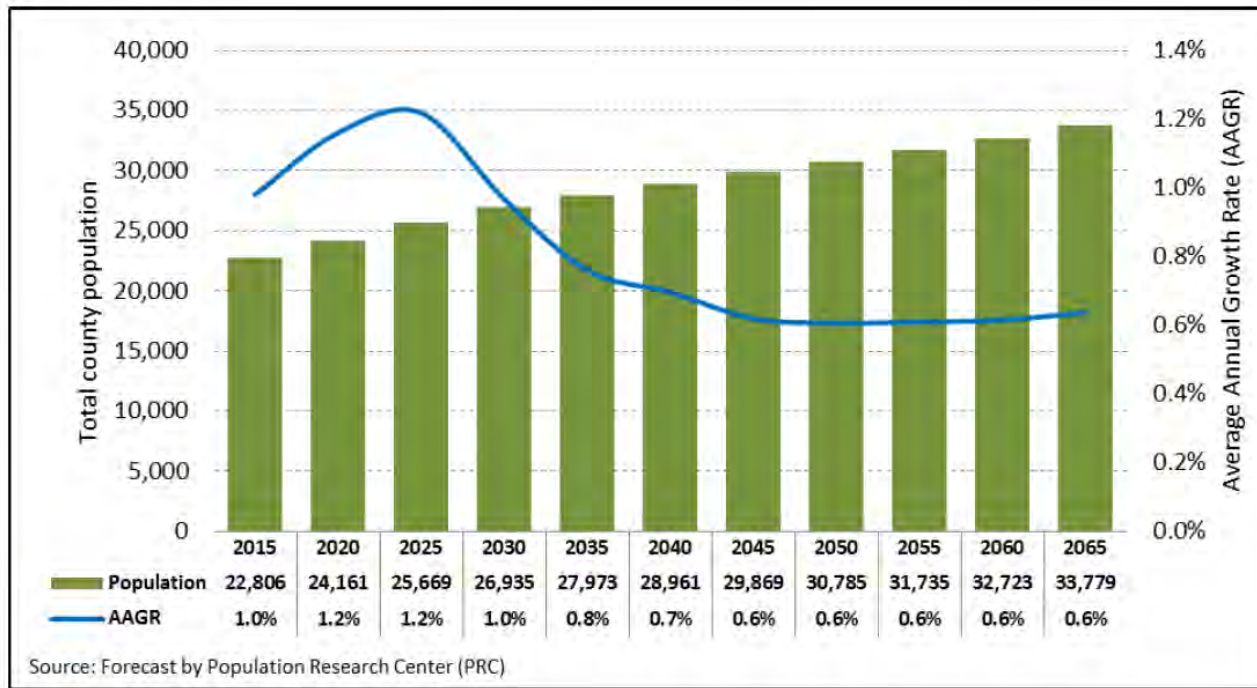


Historically, younger residents (20-24) are leaving the county while older adults (60-64) were migrating to the county.



Natural increases are negative starting in 2030 as in-migration accounts for all growth moving forward.

Jefferson County



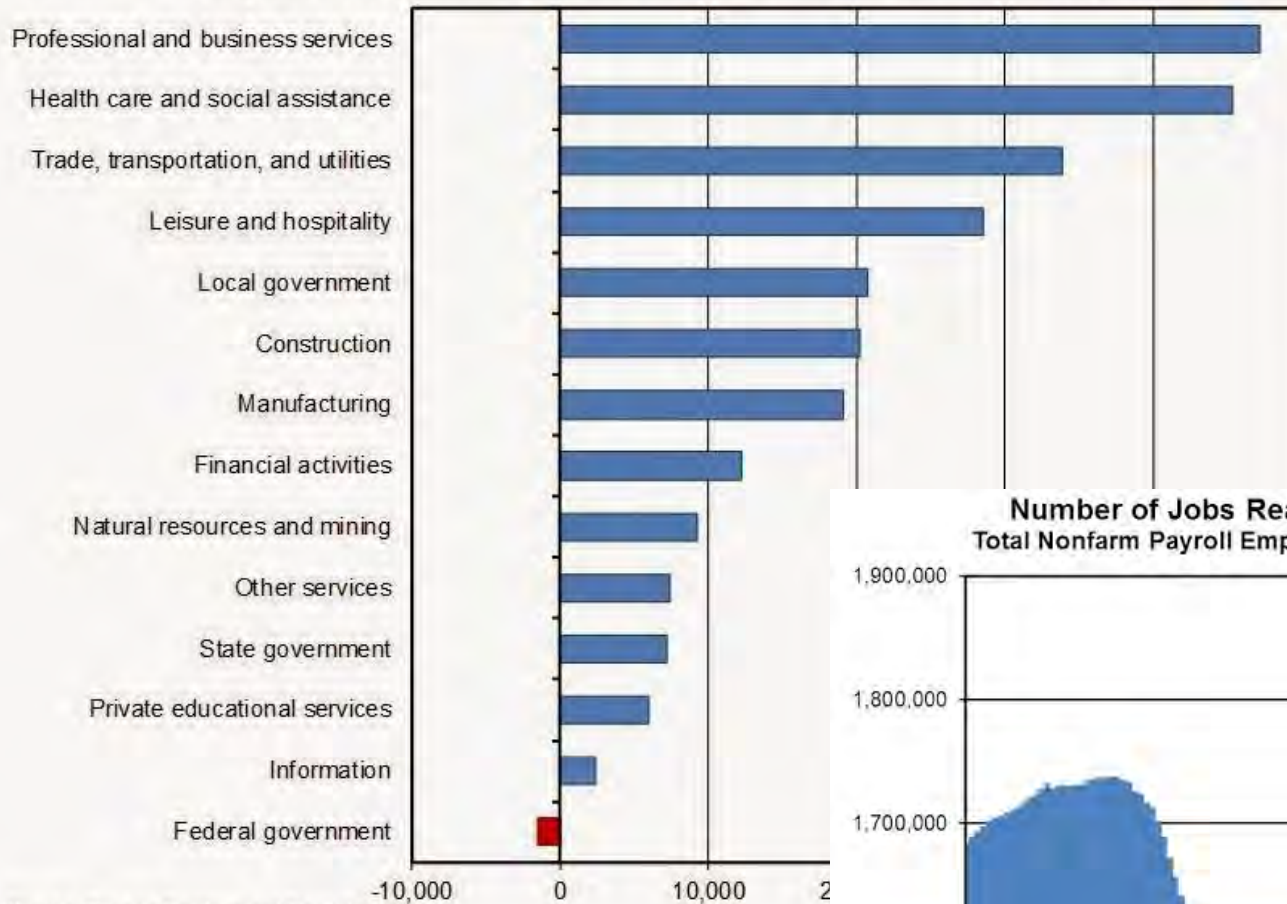
Jefferson County AAGR will continue to increase through 2025 before beginning a gradual decline through 2045.

	2015	2035	2065	AAGR (2015-2035)	AAGR (2035-2065)	Share of County 2015	Share of County 2035	Share of County 2065
<i>Jefferson County</i>	22,806	27,973	33,779	1.0%	0.6%	100.0%	100.0%	100.0%
Culver ¹	1,407	2,035	2,824	1.9%	1.1%	6.2%	7.3%	8.4%
Madras	7,484	9,815	12,749	1.4%	0.9%	32.8%	35.1%	37.7%
Metolius	724	869	1,102	0.9%	0.8%	3.2%	3.1%	3.3%
Outside UGBs	13,191	15,254	17,104	0.7%	0.4%	57.8%	54.5%	50.6%

Source: Forecast by Population Research Center (PRC)

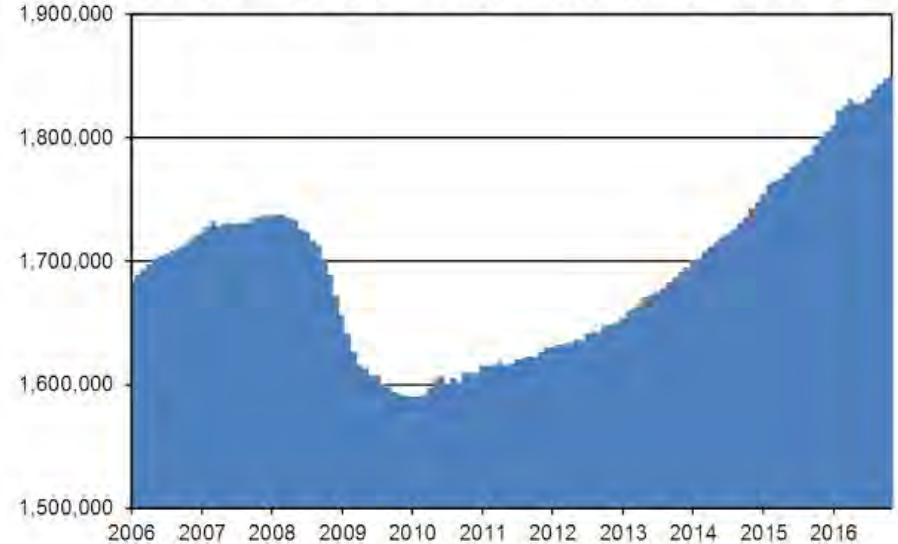
Positive State Job Growth

All Oregon Private Industry Sectors Expected to Add Jobs, 2012-2022



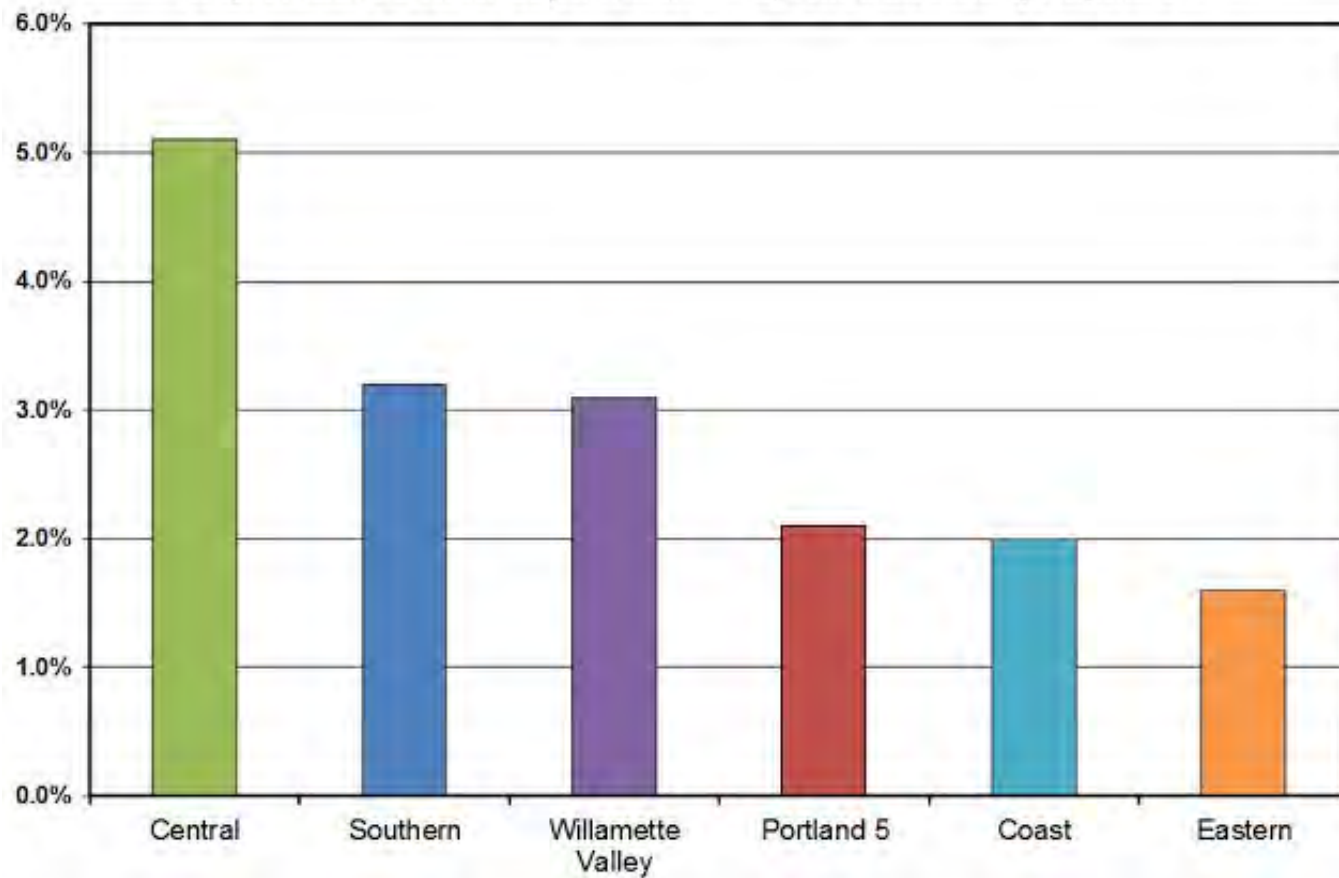
Source: Oregon Employment Department

Number of Jobs Reaches New High in 2016 Total Nonfarm Payroll Employment (Seasonally Adjusted)



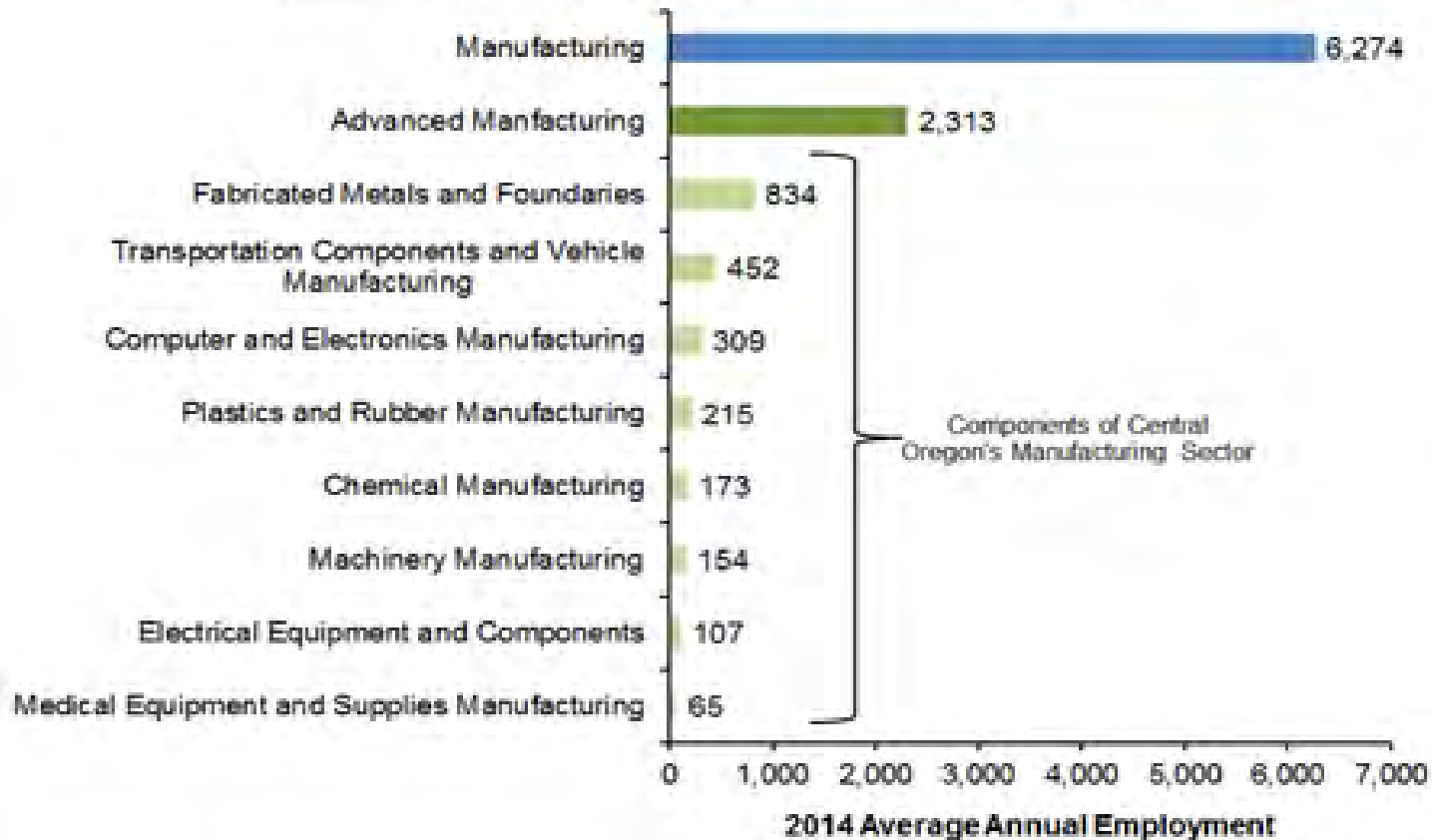
Regional Economic Growth

Over-the-Year Nonfarm Payroll Employment Growth by Region
September 2015 to September 2016, Not Seasonally Adjusted



Manufacturing Still Strong

Advanced Manufacturing Accounts for More than a Third of Central Oregon's Manufacturing Jobs



Discussion

- a. How will demographic and long-term occupational demand changes impact the college over the next 7 to 10 years?
- b. Will any of these changes require adaptations in facilities?
- c. What level of enrollment is being predicted over the next 7 to 10 years?
- d. What new programs are being considered? Which programs may be retooled or considered for discontinuance.
- e. Will any programs migrate to another campus?

CURRENT TRENDS

COCC Visioning Session

January 2107

1904



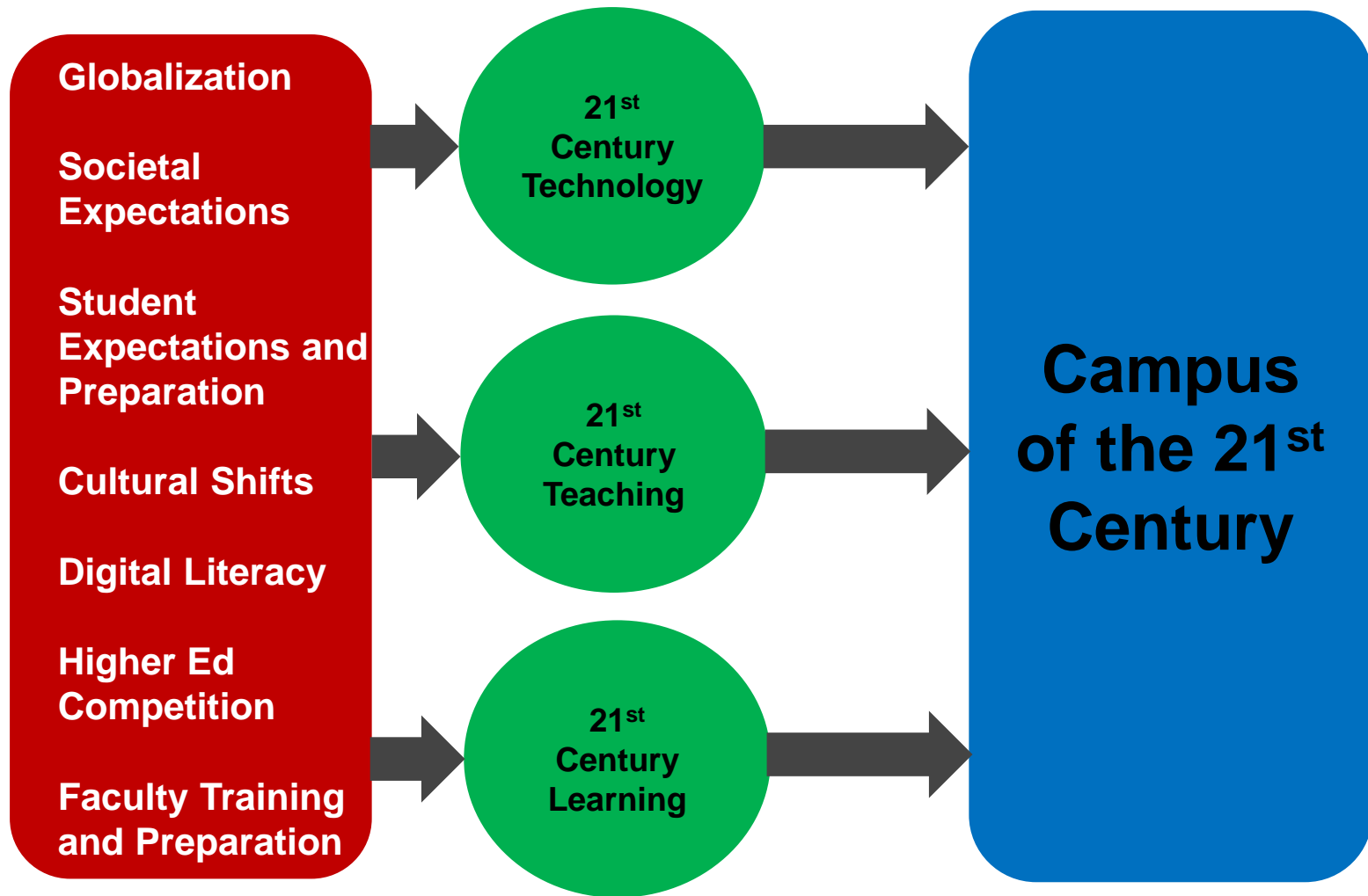
Friday Evening Discourse at the Royal Institution of Great Britain by Henry Jamyn Brooks, 1904

2016 – 21st Century Teaching



Introduction to Psychology, Fall Semester 2014 at a 38,000 Headcount University

The 21st Century Campus



Community College Futures Conference, Spring 2016

Campus of the 21st Century Trends

CC Futures Conference – Spring 2016

- More Integrated and Holistic - Greater focus on programs and collaborative spaces. Boundaries between programs will become more porous.
- Flexibility – less fixed in time, place, offerings, and space
- More Collaborative – Making the best use of space through multi-use, and sharing through partner collaborations.
- Both Physical and Virtual – Both bricks and clicks are important. Pervasive use of technology as a tool for learning.
- Enhanced and more focused student engagement – Better quality educational experience at a lower cost through more efficient use of space and resources



NO. 1	25.9%
Gen Z	19 & UNDER
NO. 2	24.5%
Millennials	20-37
NO. 3	15.4%
Gen X	38-49
NO. 4	23.6%
Baby Boomers	50-68
NO. 5	10.5%
The "Silent" Generation	69+



Digital Native Learners

Prefer receiving information quickly from multiple multimedia sources.

Prefer parallel processing and multitasking.

Prefer processing pictures, sounds and video before text.

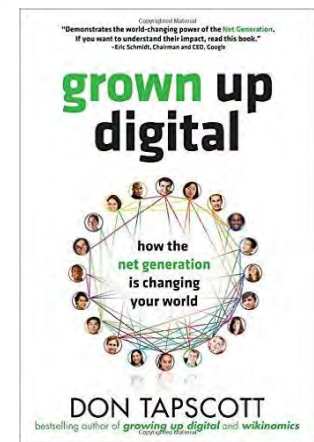
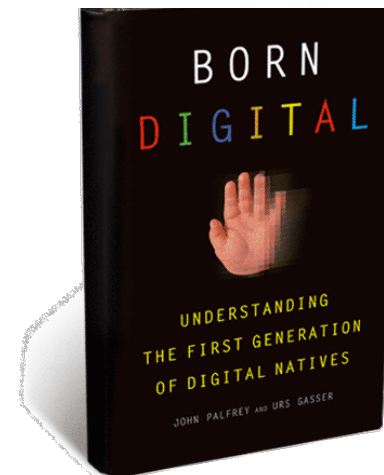
Prefer random access to hyperlinked multimedia information.

Prefer to interact/network simultaneously with many others.

Prefer to learn "just-in-time."

Prefer instant gratification and instant rewards.

Prefer learning that is relevant, instantly useful and fun.



Palfrey & Gasser, 2008

Research Skills:

Students may not filter information for accuracy with the expectation of instant information

Learning Outcomes and Industry Standards:

Gen Z is reassessing the value of education to ensure employment upon graduation

Gen Z Challenges

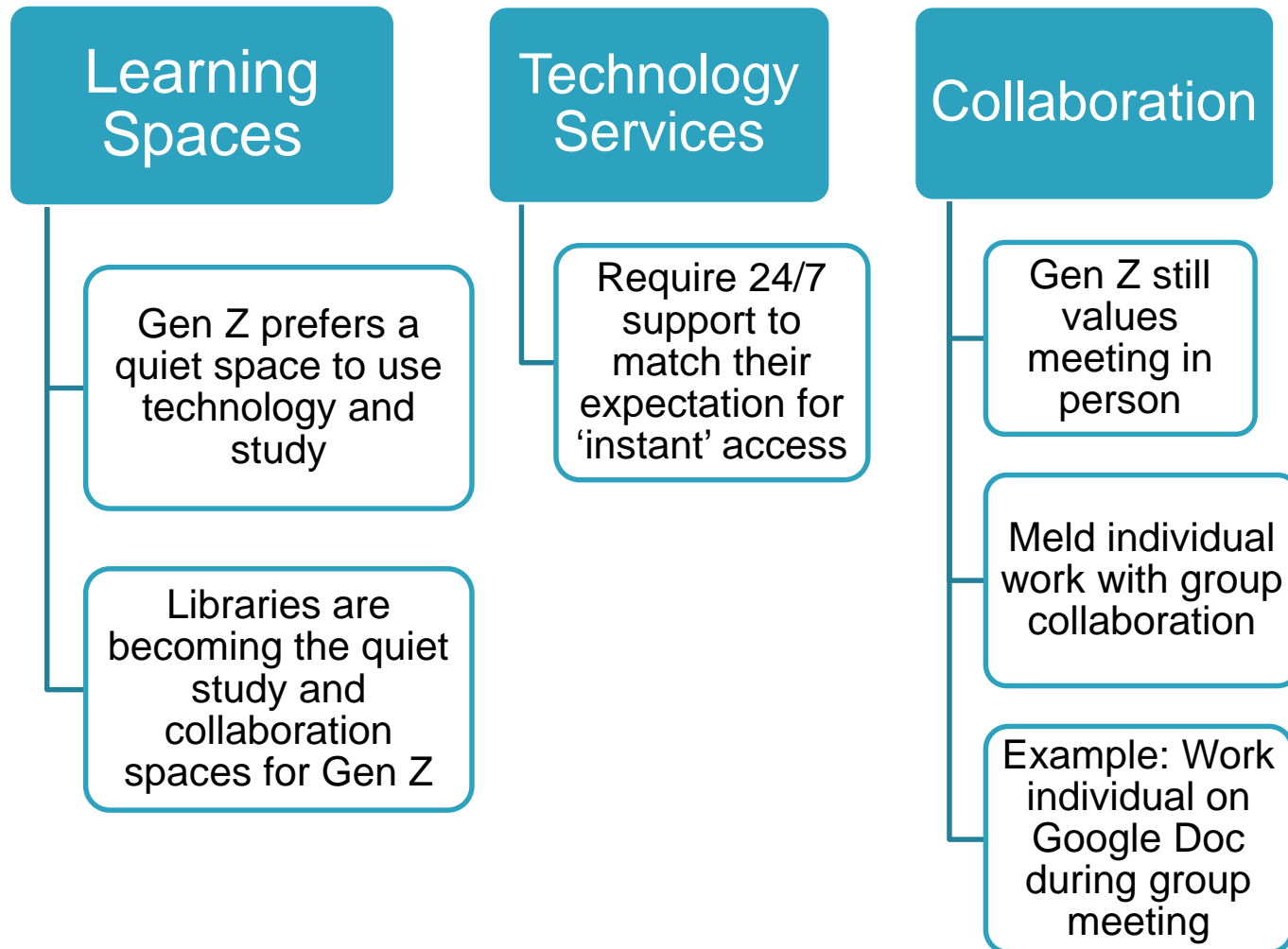
Binge-watching to Binge-studying:

Overconfident in their estimation of short term effort

Technology:

Expect 24/7 access to information and support services – services must expand to cater to this need

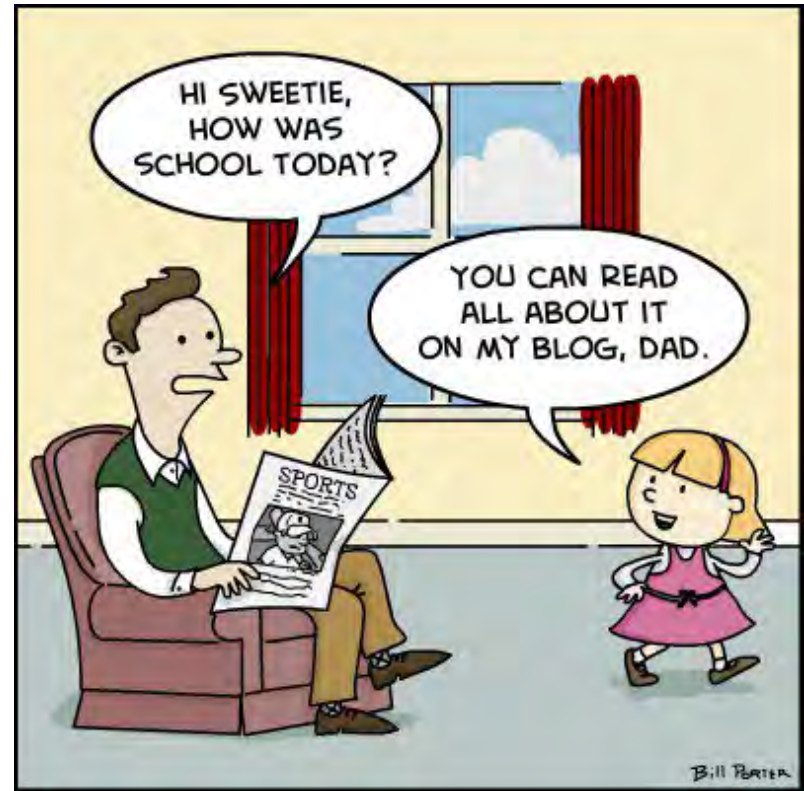
Classroom Challenges for Gen Z



Source: *Gen Z Goes to College*, Cory Seemiller



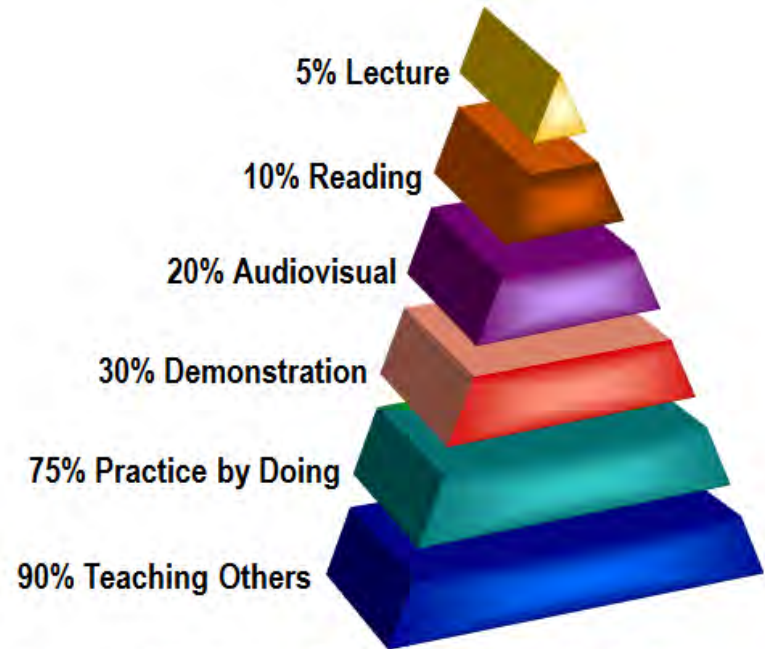
"I appreciate the text, Kate, but next time you can just raise your hand."





Traditional lectures, although excellent for many purposes, do not convey concepts well because of their passive nature.

~ John Belcher, MIT Physics Faculty; TEAL Project



Average Retention Rates of Learning Activities

Source: National Training Laboratory, Bethel, ME

21st Century Technology

CC Futures Conference

Innovative but Not Disruptive

Online Learning

MOOCS

Flipped Classroom

Hybrid Learning

Potentially Disruptive

Adaptive Learning – Lessons delivered in real time based on what you know and how you learn

Real-time global peer to peer and peer to expert electronic collaboration

Content capture for anytime/any device viewing

Learning Analytics – Detailed real-time information on how students learn

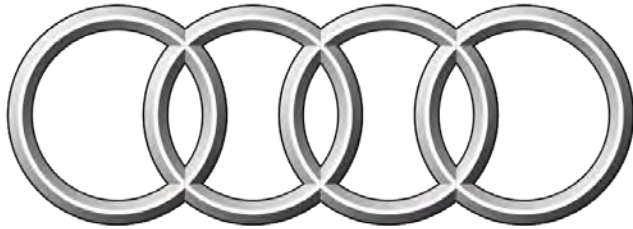
Playlists – Self-directed personalized instructional activities in cloud-based portals

More Technology in Active Learning Spaces



Peer to Expert in Real-time





Audi

Audi Vocational Training for Generation Z

- First automotive manufacturer to implement widespread use of **tablet computers** as learning tools
- Students can access learning materials any time, **sharing knowledge online** and developing work methods independently or in a team
- Learning occurs individually or in small learning groups – **networked internationally** and independent of their location.
- Focused on IT and **digital competence**

Tutoring Help

**Make an
appointment or
chat with a tutor
online NOW**

Click
Here

Midlands Technical College



eTutoring Services

Online Writing Lab: allows you to submit a draft of your paper and receive your work back with a tutor's response within 24 hours.

Live Tutoring via eChat: allows you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual environment.

eQuestions: allows you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner).

Wake Tech now offers a suite of MOOCs, designed to improve college readiness:

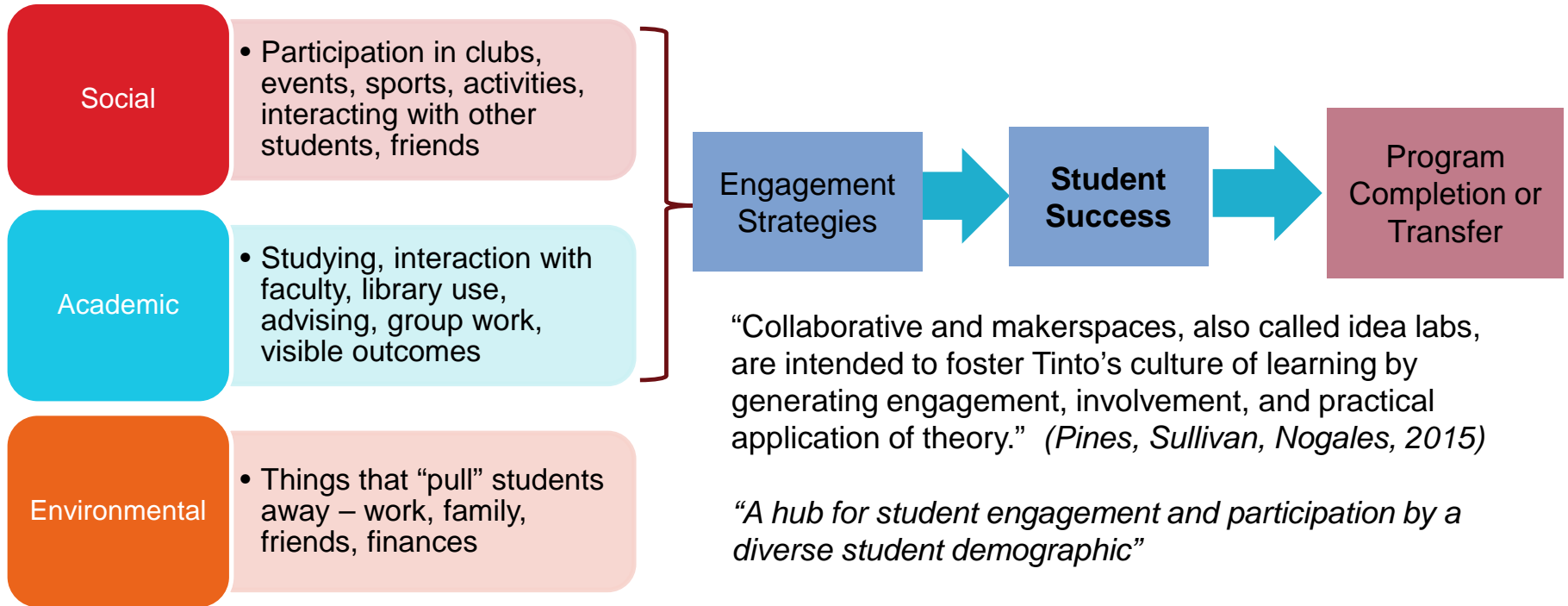
[Introductory Algebra Review](#)

[Computer Basics](#)

[Chemistry Concepts \(CheMOOC\)](#)

[Mastering the Fundamentals of Reading and Writing](#)

Tinto's Model of Student Retention



Tinto's Theory: The more students become integrated into social and academic systems, the greater level of persistence and eventually college completion, 1993

“Collaborative and makerspaces, also called idea labs, are intended to foster Tinto’s culture of learning by generating engagement, involvement, and practical application of theory.” (Pines, Sullivan, Nogales, 2015)

“A hub for student engagement and participation by a diverse student demographic”

“Has contributed to student retention and persistence by fostering innovation and entrepreneurship across the curriculum”

“Re-energized faculty by engaging them in student-centric collaborative efforts”

Collaborative Spaces Promote Student Interaction



Our “college’s purpose is not to transfer knowledge, but to create environments that bring students to discover and construct knowledge for themselves and to make students members of communities of learners that make discoveries and solve problems.”

Robert Barr & John Tagg

From Teaching to Learning: A New Paradigm for Undergraduate Education





- **Digital/Creative Arts Maker Spaces**
- **STEM/Science Pre-Engineering Think Labs**
- **Manufacturing Innovation Lab or Maker-Spaces**

Spaces also have the ability to collaborate with Workforce Development



Engagement
Strategies



Student
Success



Program
Completion or
Transfer



3- Innovation

Idea Labs

Faculty Zones

Quiet Study

Group Study Rooms

2- Collaboration

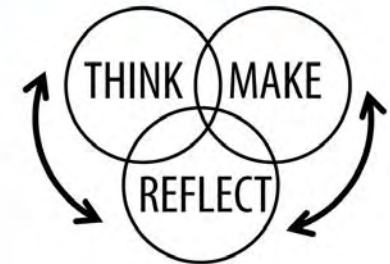
1- Instruction

Formal Instruction

Problem based



ADAPTABLE/FLEXIBLE



Process: Library to Learning Commons

Materials / Media

- Collection / Stack Space
- Periodicals
- Reference Materials
- Maps
- Photos
- Video Content
- Art Collections

Academic Support

- Presentation Support Centers / Digital Media Studios / Advanced Technology Labs
- Writing Centers / Math Centers / Science Resource Centers & Emporiums
- Tutoring Centers
- Instructional Technology Centers for Faculty Development
- Independent Study Space

Gathering Spaces

- Computer Workstation Clusters
- Collaborative Learning Spaces
- Electronic Classrooms
- Team-based Environments with Flexible Furniture
- Small Group Work Areas
- Presentation Areas/Rooms
- Multi-media Pods/Rooms
- Spaces for Meetings & Seminars
- Independent Study Space

Social Activities

- Food and Drink Service
- Retail Services
- Comfortable Seating
- Wireless IT / Ubiquitous Net
- Power Supply
- Cultural and Art Spaces

Services & Support

- Genius Bars/IT Help
- Copy/Print/Fax/Mail
- Administrative Services
- Academic Advising
- Career Services

Technology

- Media Editing
- Mobile App Prototyping
- Gaming Research
- Sandbox
- Production Studio



BEST PRACTICES IN STUDENT SERVICES

COCC Campus Master Plan

Student Services Survey – Spring 2016

Institution Criteria

- Multiple campus and/or center locations
- Diversity of city and town populations
- Survey sent to 60 community colleges
- 70% Participation rate
- Sample Colleges:
 - Cuyahoga Community College
 - Salt Lake Community College
 - College of Southern Nevada
 - El Paso Community College
 - Maricopa Community College District
 - Hillsborough Community College

Survey Overview

Student Services Availability

- Some level of student services are available at all campuses and centers/outreach locations
- **21%** of respondents provided on-campus student services during the weekend
- **42%** of campuses outsourced some student services, primarily financial aid and records

Survey Overview

Student Orientation

- All respondents provided new student orientation
- **71%** made it mandatory for select student groups
- Orientation content was also available on all institutions' web sites and downloadable on mobile devices*

** One institution was in the process of implementing mobile capabilities*

Survey Overview

Pre-Assessment Preparation

- **80%** of institutions offered pre-assessment preparation
- Pre-assessment preparation was mandatory for only **21%** of these institutions
- Pre-assessment preparation resources included AccuPlacer tests, boot camps, practice questions, and sample tests
- On average, 63% of these resources were available online

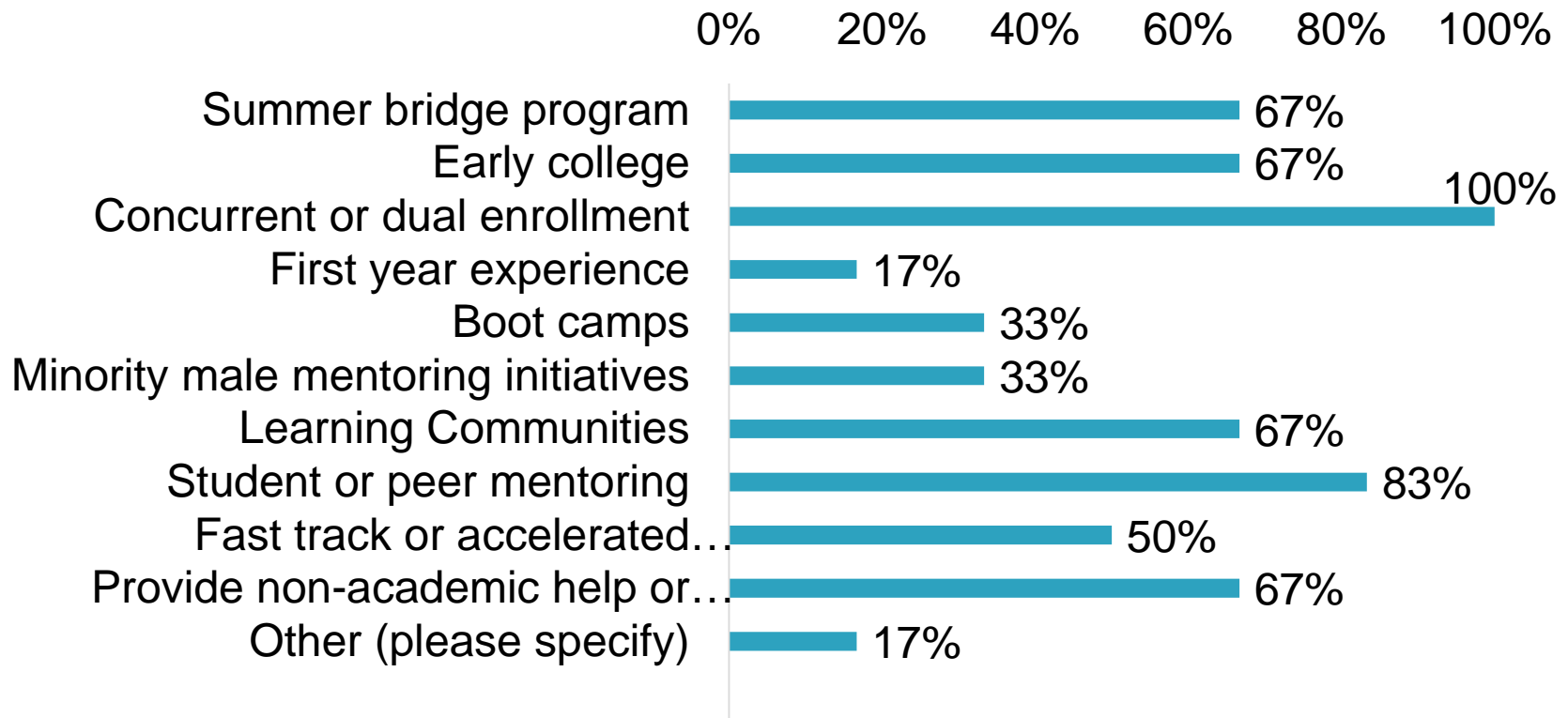
Survey Overview

Placement Testing

- **81%** of institutions required placement testing for certain types of students
- New students, students without transcripts, and students with GEDs or who did not have a standard high school diploma
- **80%** of institutions used a range for cut-off scores
- **52%** of institutions considered other factors in course placement

Survey Overview

College Success Programs



Survey Overview

Student Success for Specific Populations

- All institutions found that some strategies were more effective for first-generation college students
- **75%** indicated some strategies were more successful for Latino/Hispanic students, and **61%** indicated the same for African-American students
- HOPE Scholars was cited as an effective mentoring program for Latino/Hispanic and African-American male students, with a greater retention, graduation, and transfer rate than the general student population

Survey Overview

Advising Models

- **79%** rated their advising model between 7 and 9 (scale of 1 to 10)
- **67%** provided an assigned advisor to students
- **64%** mandated advising for first-year students, while **33%** mandated advising for at-risk students or students with low placement scores.
- **65%** did not have an intrusive advising system, and **82%** did not provide a different advising model for adult and returning students

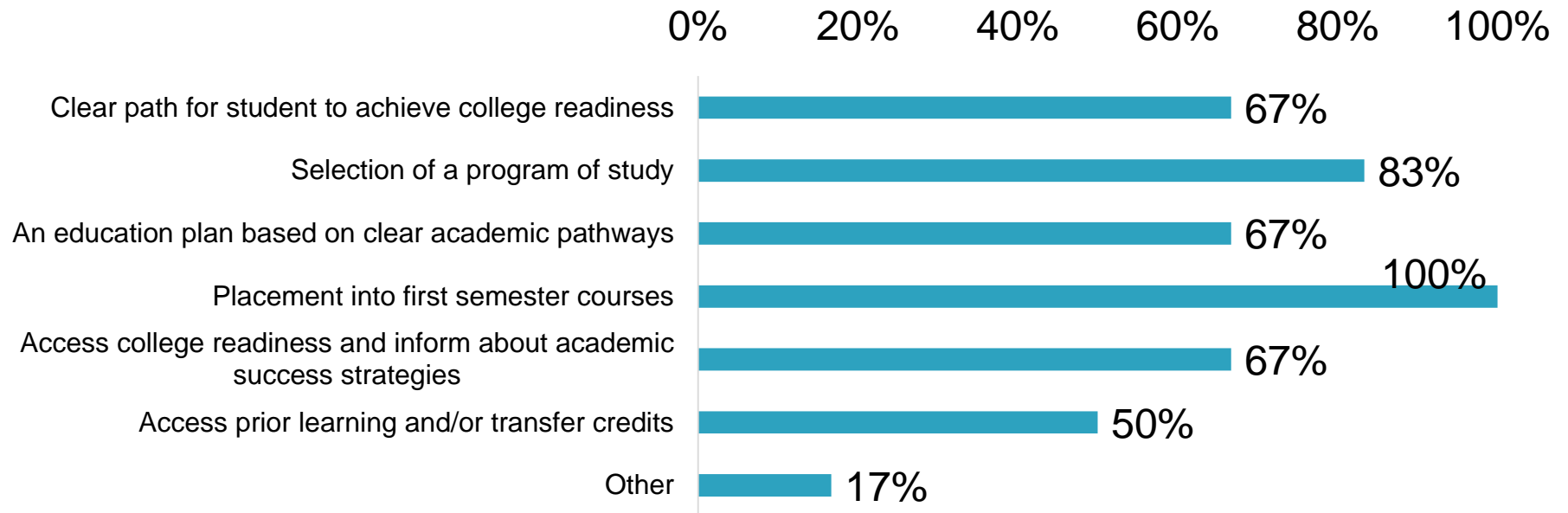
Survey Overview

Advising Systems

- **67%** had an electronic advising/student management system
- **78%** of these electronic systems had an early warning component and identified at-risk students
- **60%** of these systems tracked student progress toward completion or performed electronic degree audits
- **82%** had an early alert system, which was primarily used for academic performance warnings, flagging students that needed to meet with staff, and identifying needs for additional academic success strategies.

Survey Overview

Advising Outcomes

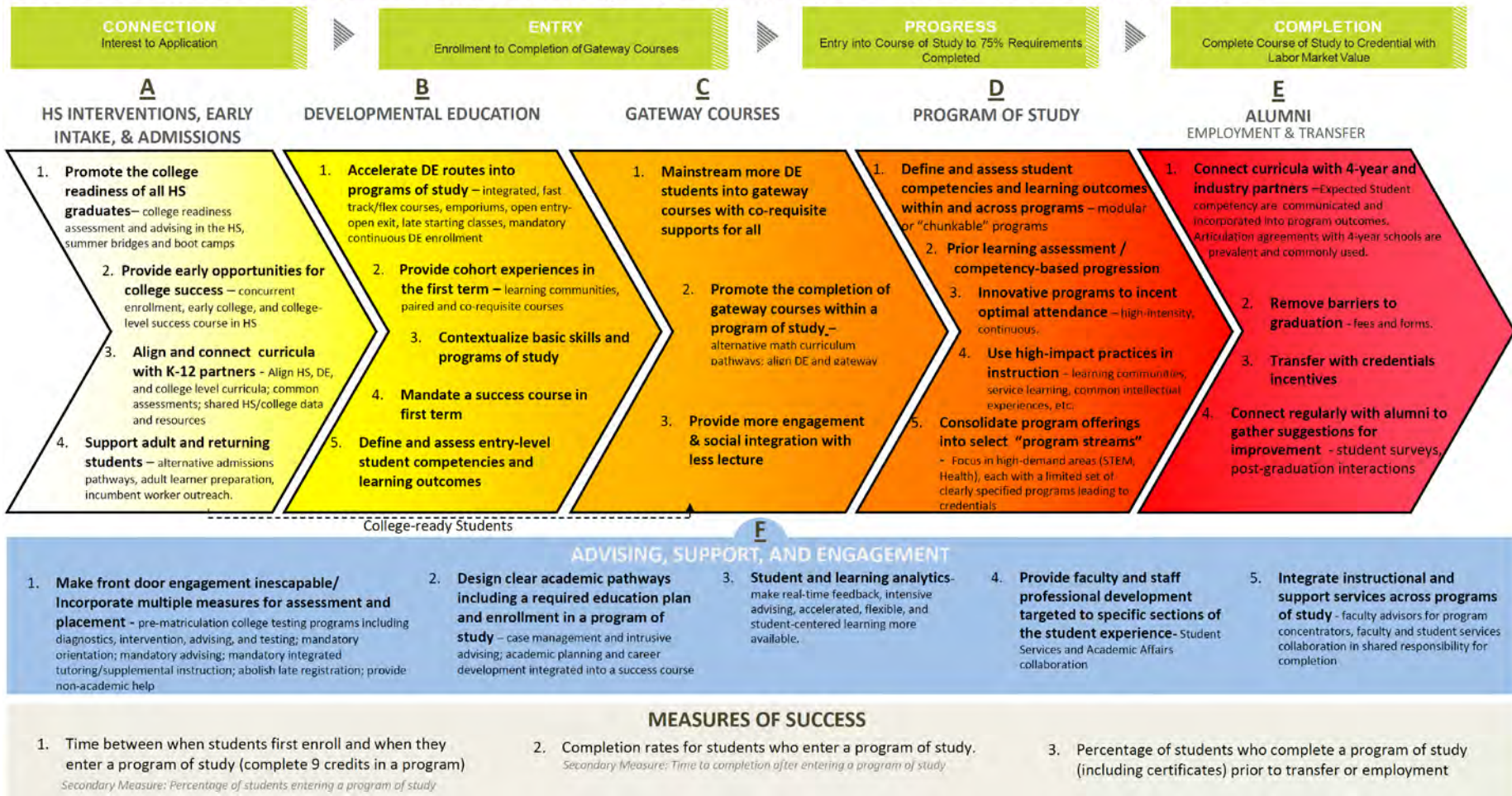


More integration between Student Services and Instruction

Salt Lake Community College – Student Success Pathway

Student Success Pathway

Imperative: Increase the number and percentage of students who complete their educational goals



StudentLingoTM
On-Demand Student Success Workshops



Help When YOU Need It

Workshops Available:

- 10 Tips For Success In Your Online Course
- Achieving Well-Being, Balance & Success
- Creating Your College Bucket List
- Developing A Strong Thesis Statement
- Discover Your Learning Style
- Drafting Introductions, Paragraphs, Conclusions
- Effectively Communicating Online
- Exam Preparation Tips & Strategies
- Exploring Careers & Choosing A Major
- Financial Literacy: Smart Money Skills
- How To Develop Your Cross-Cultural Skills
- How To Overcome Math Anxiety
- How To Proofread & Edit Your Writing
- How To Reduce Test Anxiety
- How To Succeed In Math
- Improving Student-Faculty Relationships
- Learning Strategies Students Should Know
- Mastering The Job Interview
- Maximizing Your College Experience
- Navigating The Financial Aid Process
- Online Courses: Motivation & Discipline
- Overcoming Procrastination: Causes & Cures
- Pre-Writing Techniques
- Reading Comprehension Strategies
- Setting & Accomplishing Realistic Goals
- Stress Management Techniques
- Study Tips & Note-Taking Strategies
- Taking Tests Online: Strategies For Success
- Time Management: Strategies For Success
- Understanding & Avoiding Plagiarism
- What It Takes To Be A Successful Student
- Writing Effective Resumes & Cover Letters



**These videos will teach you strategies to help you succeed in college.
Access them 24/7 from your dorm room, classroom, office, or home.**

www.studentlingo.com/tri-c

CENTERS OF EXCELLENCE AND WORKFORCE PARTNERSHIPS

COCC Campus Master Plan

Community College Partnerships



York Technical College is proud to partner with Okuma America to host the Okuma Technology Institute. The College offers Okuma distributors and customers hands-on training in machining practices, using Okuma machines and tools.



Simulation/Duplication of Work Environment



Centers of Excellence

Houston Community College to Create Centers of Excellence

April 22, 2015

“Our role is to teach, motivate, inspire, connect, innovate and expand our reach.”
-Dr. Cesar Maldonado

HCC's future direction has shifted the primary focus of their staff and facilities to the creation of 12 Centers of Excellence (CoE) across nine industry corridors located in Houston.

St. Louis Community College



Center for Emerging and Advanced Information Technology

Forest Park Campus

Digital Arts and Technology Alliance

Meramec Campus

Emerson Center for Engineering and Manufacturing

Florissant Valley Campus

Center for Plant and Life Sciences

Bridge Park Site

Centers of Excellence Expectations



In 2009, Washington State became the first and only state in the nation to codify Centers of Excellence into state statute. Ten centers across the state were created to represent sector strategies to serve as economic development drivers for industry and education.



Centers of Excellence Core Expectations	
Core Expectations of Every Center	<p>Economic Development Focus: <i>Serve as partners with various state and local agencies, regional, national, and global organizations to support economic vitality and competitiveness in Washington's driver industries.</i></p> <p>Industry Sector Strategy Focus: <i>Collaboratively build, expand and leverage industry, labor and community and technical college partnerships to support and promote responsive, rigorous, and relevant workforce education and training.</i></p> <p>Education, Innovation and Efficiency Focus: <i>Leverage resources and educational partnerships to create efficiencies and support development of curriculum and innovative delivery of educational strategies to build a diverse and competitive workforce.</i></p> <p>Workforce Supply/Demand Focus: <i>Research, analyze and disseminate information related to training capacity, skill gaps, trends, and best practices within each industry sector to support a viable new and incumbent workforce.</i></p>

Centers of Excellence Expectations

What makes a center of excellence? To be considered one of Tri-C's Centers of Excellence, a program must meet the following criteria:

- Addresses a key area in which future job growth is expected
- Is a key supplier of skilled workers for local employers
- Enrolls a large number of students year after year
- Demonstrates high success rates
- Offers innovative educational programs
- Has broad impact on the region
- Uses state-of-the-art facilities
- Receives national recognition in its field



TRI-C Center of Excellence Example

HOSPITALITY MANAGEMENT CENTER

Overarching Goal

To be a national leader in hospitality education, producing the finest hospitality professionals impacting local, regional and global communities through an industry-validated curriculum taught by distinguished faculty in an ultramodern learning environment, with direct access to and input from industry leaders



Strategy #1

Enhance industry-validated curriculum to support student degree and certificate completion while addressing local, regional and global industry needs

Strategy #3

Leverage industry relationships to guide program development and maximize opportunities for students

Strategy #2

Build student enrollment and completion through expanded resources and support services

Strategy #4

Strengthen national reputation as a center of excellence in hospitality management

Strategy #5

Recruit and retain teaching and administrative talent necessary to safeguard Tri-C's reputation as a center of educational excellence

CE's Concept moving to rural colleges

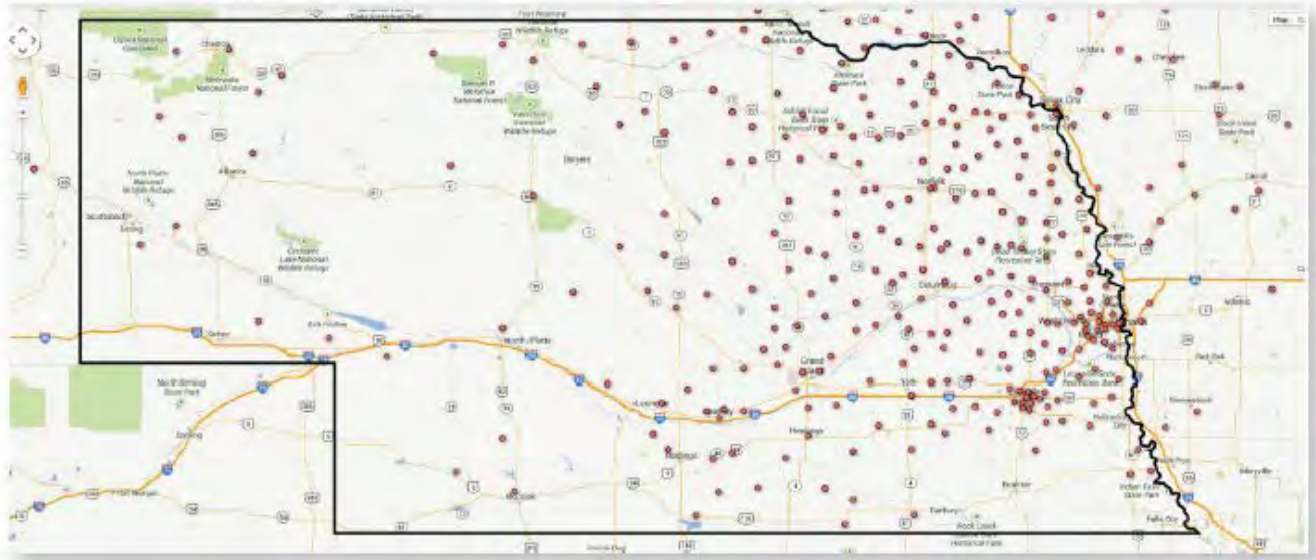
Northeast
community college

**Northeast Community College
Agriculture Department Vision**

National Agriculture Center for Excellence



**Northeast Ag Program
Graduates
in and Around
Nebraska**

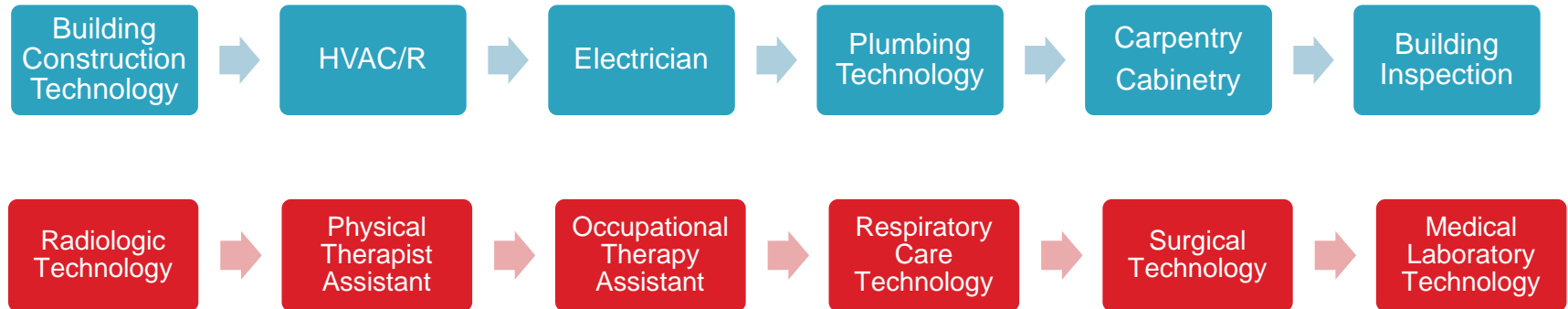


Program Strategy Framework: Vertical Extension ©



- A broad array of offerings within one core program area
- Requires similar equipment and facilities at each level
- Faculty expertise similar in program extension areas
- Cost of adding additional offerings less expensive due to opportunities for shared use
- Offering a broader array of programs can increase enrollments

Program Strategy Framework: Horizontal Program Extension ©



- A broad array of programs within one broad **occupational** cluster
- Usually a common course sequence at the entry level
- Requires specialized equipment and training at each program level
- Faculty expertise within each program specialty
- More difficult to share equipment and physical resources
- Program extensions often require additional investment in human and physical resources

Vertical and Horizontal Integration Outcomes

Example of Center of Excellence

Culinary Arts



Non-credit
Organic Gardening
Floriculture
Landscaping

Horticulture
Viticulture
Biology
Sustainability

Health
Dietetics
Nutrition

Business/ Entrepreneurship
Nursery Management
Sales/Marketing
Business Development
Customer Relations
Hospitality Management

Many CE structures adapt well to Career Pathways



Review of programs results in a more interdisciplinary approach that can be used for stackable credentials and career pathways

Discussion Questions

- Are there best practices that could be adopted to increase retention and student success/completion rates?
- How will Generation X students impact COCC? What accommodations need to be addressed in the master plan?
- How will technology change how student learn in the next ten years? How will the roles of staff change?
- What influence would the adoption of selected high impact practices have on current facilities?
- To what extent does COCC engage in student-centered or active learning approaches now and in the future?

FROM VISIONING TO CAMPUS MASTER PLANNING

COCC Campus Master Plan

NEXT STEPS

COCC Campus Master Plan

COCC MASTER PLAN PROJECT SCHEDULE

01.11.17

Nov Dec Jan Feb March April May June July Aug Sept Oct Nov Dec

PHASE ONE - ASSESSMENT & VISIONING

Kick-Off Meeting

Building Assessment Info for Opsis and Review

Space Utilization Info for Opsis / Paulien and Review

Space Utilization

Program Priorities

Campus Infrastructure

PHASE TWO - CONCEPT DESIGN

Concept Development (3)

Concept Evaluation

Concept Refinement (1)

Master Plan Report

WORKSHOPS / PRESENTATIONS

Steering Committee

Focus Groups

COCC Board

WORKSHOP 1

1 1/2 days

Bldg Assessment

- Previous Reports
- Bldg Walk

Visioning - Campus's and Programs

- Steering Comm

WORKSHOP 2

1 1/2 Days

Campus Infrastructure

- Previous Reports
- Campus Walk

Visioning - Campus and Programs

- Steering Comm

WORKSHOP 3

1 1/2 days

Steering Mtg

- Project Update

Priorities - Campus and Programs

- 2-4 Focus Groups

Board Presentation

- Vision and Priority Review

WORKSHOP 4

1 Day

Steering Mtg

- Finalize Program
- Review Concepts
- 2-3 Options

WORKSHOP 5

1 Day

Steering Mtg

- Select Concept
- Finalize Program

Focus Groups

- 4 Groups @ 1hrs
- Select Concept

Board Presentation

- Concept Review

WORKSHOP 6

Video Conference

Steering Mtg

- Refine Selected Concept
- Report Outline

WORKSHOP 7

1/2 Day

Steering Mtg

- Finalize Concept
- Draft Report

Board Presentation

- Project Update

WORKSHOP 8

1/2 Day

Steering Mtg

- Review Final Report

Board Presentation

- Report Presentation

VISIONING SESSION AND TRENDS OVERVIEW FOR THE CAMPUS MASTER PLAN

Central Oregon Community College

Closing Comments

January 13, 2017

CASE STUDY

Madison Area Technical College

Madison Area Technical College





IMPACT INITIATIVE

MADISON COLLEGE ACADEMIC PLAN | 2014-2017



A STRATEGIC GUIDE TO THE EVOLUTION AND DELIVERY OF A MARKET-RESPONSIVE, ACCESSIBLE AND INNOVATIVE ACADEMIC PORTFOLIO.



MATC – Career Clusters/Centers of Excellence

Health Science Cluster

Bioinformatics Certificate
Biotechnology Laboratory Technician
Biotechnology Post-Baccalaureate Certificate
Biotechnology Post-Baccalaureate Intensive Certificate
Clinical Ophthalmic Assistant Certificate
Dental Assistant
Dental Hygienist
Emergency Medical Technician
Emergency Medical Technician - Advanced
Medical Assistant
Medical Coding Specialist
Medical Laboratory Technician
Nursing (RN)
Nursing Assistant
Occupational Therapy Assistant
Optometric Technician
Paramedic
Physical Therapist Assistant
Polysomnography Certificate
Radiography
Respiratory Therapist
Restorative & Rehabilitative Therapy Aide
Stem Cell Technologies Certificate
Surgical Technologist
Therapeutic Massage




Interdisciplinary Simulation Center
Shared Classrooms
Group collaborative areas
Resource Room / Study Space
Interdisciplinary faculty areas

ACADEMIC PLAN CONNECTION

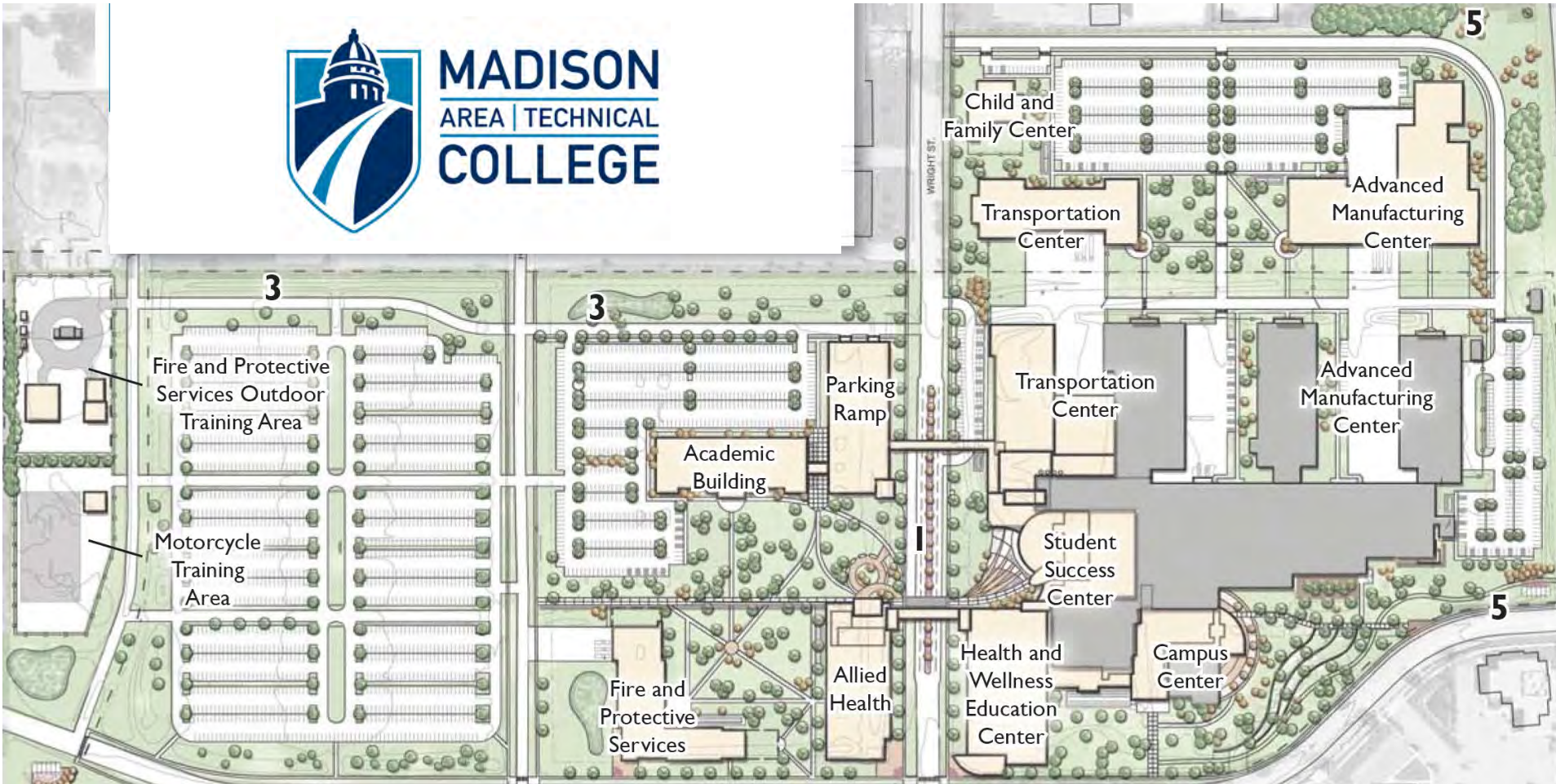
The Academic Plan directed the formulation of the Facilities Master Plan through its vision for Madison College's program growth. The Facilities Master Plan fundamentally supports the Academic Plan by creating and improving the interior and exterior spaces where the College can provide accessible, high quality instruction and technical experience to meet the needs of its students, community and area employers.

To implement the Academic Plan, the Facilities Master Plan:

- Creates spaces for academic programming expansion – new and renovated classrooms/labs & library expansions
 - Creates discipline specific facilities consistent with the highest priorities of the Academic Plan
 - Creates a Student Success Center at each campus
 - Creates flexible spaces for alternative scheduling and delivery
 - Creates spaces for out-of-classroom student experiences
 - Creates spaces for professional development and business training
 - Establishes a new campus location
 - Expands the regional campuses to meet local needs
 - Communicates the rigor of the college experience with complementary modern college design
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MADISON AREA | TECHNICAL COLLEGE



BEHAVIOR SETTING

Our physical places create and reinforce **common patterns of behavior**



Cathedral...
spiritual experience



Football stadium...
sports / entertainment experience

**Change the character and capabilities of the environment
and you can reset the behavioral patterns and alter the outcomes**

Madison Area Technical College



Gateway Student Achievement Center



Health Sciences Center



Human and Protective Services Building

MATC Gateway Student Achievement Center



MATC – Human and Protective Services



MATC – Gateway Student Achievement Center



MATC – Gateway Student Achievement Center



MATC - Health Education Building Simulation



MATC – Health Education Building



MATC – Ingenuity Center



MATC – Ingenuity Center



MATC – Ingenuity Center



MATC – Collaborative Learning and Gathering



MATC – Collaborative Learning



Active Learning



MATC - Library

