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April 4, 2013

Oregon Joint Committee on Ways and Means Subcommittee on Education
900 Court Street NE
Salem, OR 97301

Dear Co-Chairs Komp and Monroe:

This letter is in response to questions raised by committee members during the April 2, 2013 hearing.

Co-Chair Monroe: with 67% of GED participants being male, does this mean high schools are not graduating as many males? According to the Oregon Department of Education, source of the attached Summary of 2011-12 Four-year Cohort Graduation Rates, shows that for the time period of the report more females (72.9%) than males (64.3%) graduate with a regular high school diploma in four years. As a follow up, we disaggregated our 2011-12 GED participant data and found that of the 16-18 year olds, 42% were female and 58% were male.

Co-Chair Komp and Rep. Girod had questions related to square footage, total project costs, the complete list of all capital projects and which colleges have the match required for their capital construction projects. To answer these questions, we have attached the Community College 2013 Capital Construction list approved by the State Board of Education. The list includes the project name, square footage, bond request and status of matching funds as well as a complete summary of each project and how it contributes to the state's 40/40/20 goal.

Please let me know if you have any additional questions.

Sincerely,

Camille Preus, Commissioner

C: Doug Wilson
CCWD Management Team



Summary of 2011-12 Four-year Cohort Graduation Rates

The four-year cohort graduation rate replaces the NCES graduation rate reported by ODE prior to 2010. The four-year cohort graduation rate follows students from the fall of their 9th grade year to the end of their fourth year in high school in order to determine the percent of students graduating within four years.

This year's cohort is made up of the students who first entered high school in 2008-09. The original set of students who enter 9th grade for the first time in 2008-09 is adjusted for students who transfer into the Oregon public school system, transfer out to private or home school, leave the state or country, or are deceased. The cohort graduation rate is calculated by taking the number of students in the adjusted cohort who graduated with a regular diploma within four years and dividing that by the total number of students in the adjusted cohort. See the table below for the cohort rates for all students and for various subgroups.

Statewide 2011-12 Four Year Cohort Graduation Rate				2010-11 Four-year Cohort Graduation Rate (%)
Demographic Characteristic	Adjusted Cohort from 2008-09 to 2011-12	Graduates with a Regular High School Diploma within Four Years	Four-year Cohort Graduation Rate (%)	
All students	46,704	31,962	68.4%	67.7%
Asian/Pacific Islander¹	2,065	1,624	78.6%	77.7%
<i>Asian</i>	1,769	1,428	80.7%	---
<i>Pacific Islander</i>	296	196	66.2%	---
Native American/Alaskan Native	951	483	50.8%	51.6%
African American	1,333	710	53.3%	53.8%
Hispanic	8,243	4,907	59.5%	57.7%
White	32,219	22,930	71.2%	70.3%
Multi-Ethnic	1,893	1,308	69.1%	73.2%
Female	22,526	16,419	72.9%	72.4%
Male	24,178	15,543	64.3%	63.2%
Economically Disadvantaged	23,990	14,668	61.1%	61.3%
Not Economically Disadvantaged	22,714	17,294	76.1%	73.6%
Limited English Proficient	3,578	1,761	49.2%	52.1%
Not Limited English Proficient	43,126	30,201	70.0%	69.1%
Special Education	6,306	2,407	38.2%	42.2%
Not Special Education	40,398	29,555	73.2%	71.5%
Talented and Gifted	4,539	4,125	90.9%	90.6%
Not Talented and Gifted	42,165	27,837	66.0%	65.2%

¹Asian/Pacific Islander is composed of students in the Asian or Pacific Islander subgroups, and is included to allow for comparison to the previous year's rates.

Community College Capital Projects in Priority Order

Rank	Name of Project	College Name	Cost of Project	XI-G Bond Request	Square Footage	Match \$\$ & Source
1	Student Success Center/CTC Expansion	Klamath	15,700,000	7,850,000	49,228	Klamath Community College has significant funds saved and allocated for this project in our KCC General Fund and Reserve Funds. Any additional funds required for the match will come from a capital campaign.
2	Nursing and Allied Health Program Facilities	Linn-Benton	18,356,954	8,000,000	74,655	Local GO Bond, tentatively planned for Nov 2014 Election (currently engaged in Bond research); possible partnerships with local health care provider and/or university
3	Health and Science Technology Building	Southwestern Oregon	17,010,000	8,000,000	40,000	None in hand- plans to fundraise for match
4	RCC Health Science Center	Rogue	21,891,800*	8,000,000 *	70,000	None in hand- capital campaign in progress
5	Applied Technology Classroom Project	Chemeketa	17,000,000	8,000,000	26,684	\$8million Bond funds—funds are available
6	Workforce Vocational Training Center	Treasure Valley	5,660,500	2,830,250	20,700	None in hand but could borrow funds with board approval given our current debt capacity
7	Industrial Technology Building	Umpqua	19,423,137	8,000,000	70,632	None in hand- fundraising in progress
8	Applied Animal Science Education Center	Blue Mountain	6,662,700	3,331,350	65,500+	None in hand- plan November 2013 general obligation bond
9	Clairmont Career & Technology Education Center	Clackamas	34,500,000	8,000,000	60,000	\$1.5M in hand; plan local bond request for \$25M (2014)
10	The CENTER for Student Success	Lane	29,000,000*	8,000,000	99,500	All match in hand from local general obligation bonds
11	Columbia Gorge Advance Technology Center	Columbia Gorge	14,640,000	7,320,000	24,000	\$1.5M in FFC Loan and plan ballot measure
12	Academic and Student Services Center	Central Oregon	11,550,000	5,260,000 *	38,000	No Match to be provided. Over \$6.2M in principal and interest will have been paid on this building by 2015 – thereby overmatching the State

									contribution. Additionally, COCC accepts responsibility for covering architectural, renovation, FF&E for any modifications made to current facility as it is repurposed from OSU-Cascades to COCC use
13	Health and Wellness Center	Clatsop	15,980,000	7,990,000	24,900	\$1M in hand; anticipate approximately \$2M from Columbia Memorial Hospital and \$1M in donated land/property from the City of Astoria; remaining \$4M combination of a capital campaign and New Market Tax Credits			
14	Career and Technical Workforce Facility	Tillamook Bay	4,500,000	2,000,000	20,000	\$1M in Bond \$.5M from Extension partner \$.3M in a grant Capital Campaign for \$.8M			
15	Health Professions Center	Portland	18,900,000*	8,000,000	55,000	All match in hand from current bond program			
16	Student Services Enhancement	Mt. Hood	18,277,094	8,000,000	89,890	No match in hand; plan general obligation bond			
TOTAL			259,052,385	108,581,600 *					

Note: * indicates a change in overall cost and/or bonding request from original list (either +/-).

#1 Klamath Community College: Student Success Center/CTE Expansion

1) Statement of Need:

In order for Klamath Community College to continue to meet and exceed the requirements for the 40/40/20 Strategy and to continue to drive Student Success, KCC needs a new Student Success Center and Career Technical Center (CTC) Addition to serve current and future enrollment.

The proposed Student Success Center would include these capabilities for meeting our 40/40/20 Strategy and Student Success objectives:

- Research library and computer labs
- Testing center (GED, CLEP testing for veterans)
- Tutoring and advising areas
- GED, Credit recovery (ABE), and ESL facilities

2) Serving Students Better Through 40/40/20:

Klamath Community College (KCC) is a leader in introducing and applying Student Success initiatives and the 40/40/20 Strategy within the community college environment in Oregon. As of fall 2012, KCC has implemented these Student Success initiatives:

- Mandatory orientation
- Mandatory advising
- No late registration
- Satisfactory academic progress
- Early alert and attendance systems for monitoring student commitment and accountability
- Mandatory in-person exit and entrance financial aid counseling

We have made these investments in Student Success initiatives at a price. We have increased staffing costs and have invested in systems required to network resources, establish meaningful targets, collect data, and to measure our progress. In the intermediate and long term, these investments will absolutely strengthen our current student body, future graduates, and our institution.

The Oregon 40/40/20 Strategy specifically states that the first and most important step to boost overall degree production is retention and completion of those who do start college¹. At KCC, our above mentioned investments are already beginning to bear initial fruit in terms of retention. Our fall 2012 to winter 2013 term retention is now measuring above 75 percent! We expect this retention rate to increase further which will result in significantly increased completion rates.

We have expanded our application and impact of 40/40/20 Strategy concepts with our in-district high school partners – promoting a college-going culture, assisting strongly in increasing high school graduation rates, and increasing certificate and associate degree attainment – with these efforts:

- Advanced diploma partnerships with eight high schools
- KCC has hired a full-time, high school outreach coordinator – promoting dual credit, advanced diploma, and other programs to strengthen and encourage a college-going culture

¹ Postsecondary Quality Education Commission (PSQEC); 40/40/20 Strategy Draft 7/25/2011

- Renewed emphasis on dual credit courses
- College course offerings at the high schools
- Basin Business Academy – Over 300 high school students participate annually on our KCC campus to increase their skills and to compete in work related scenarios.

Focusing on the 40/40/20 Strategy essential elements of certificate and associate degree attainment rates, KCC has increased our offerings of night classes and launched a web-based, distance education program – to dramatically increase accessibility and to promote more certificates and degree completion.

Klamath Community College has now partnered with Oregon Institute of Technology (OIT) to offer “reverse transfer” options, which allow students to capture OIT credit back to KCC in order to satisfy degree requirements. Studies have shown that students who complete an associate degree are more likely to succeed in obtaining a four year degree.

Additionally, KCC continuously develops Career Pathway Certificates in high demand occupations, tied to industry recognized credentials. More than 50percentpercent of our associate degree programs contain Career Pathways Certificates. More will be possible on completion of the Phase Two project (please see certificate and degree courses and student projections, below).

At Klamath Community College we are investing in the bright future of our students, our local community, and our own institution with the above mentioned focus areas, combined with excellence in academic program delivery in a small, but very attractive, state of the art learning and campus environment.

Our leadership in meeting and exceeding 40/40/20 Strategy guidelines and our passion for Student Success is critically dependent on our ability to provide world class facilities and a learning environment designed around the needs of our students and our local community.

This proposed project is built around our complete attention to 40/40/20 Strategy objectives, our passion and commitment to Student Success, and the needs of our local community. The total Phase Two project cost is estimated at \$15.7 million and will have an impact on at least 596 FTE students (minimum).

#2 Linn-Benton Community College: Nursing and Allied Health Program Facilities

1) Statement of Need:

Linn-Benton Community College has limited capacity to house approximately 12 Allied Health Programs. As we meet with local employers, we receive requests for additional health care workers and programs. The facility will enable us to expand our existing programs and to add new programs as requested.

2) Serving Students Better Through 40/40/20:

It is likely that few sectors of the US economy will go through more transformation over the next decade than health care. The shifts from discrete, segmented care to coordinated care, from procedures to prevention, and to an increasingly stratified delivery model will have a significant impact on the kind of health related jobs that will exist in the future and, correspondingly, on the kind of education that our colleges and universities will be called on to provide. Linn-Benton Community College's Nursing and Allied Health Program Facilities are designed to respond to this call.

As an integrated facility, incorporating the latest in instructional technology and a design that supports and encourages the dynamic sharing of space and resources among a rapidly changing array of Allied Health programs, the Nursing and Allied Health Program Facilities will enable Linn-Benton to meet the expanding health care education and skills needs of our region, and beyond. Linn-Benton has a proven record of providing a wide range of quality Allied Health programs, as well as established partnerships and distance delivery connections with other community colleges across Oregon that make it possible for these programs to serve the needs not just of the mid-Willamette valley but of many regions across the State.

Linn-Benton already has close to a dozen different Allied Health program offerings, with the latest additions being Occupational Therapy Assisting and Polysomnography (sleep disorders). We anticipate that, with the capacity afforded us through the completion of the Nursing and Allied Health Program Facilities, we will be adding additional programs for many years to come.

This program responds to a major local/community need and it will increase our allied health capacity for training by close to 35percentpercent. More important, it will enable Linn-Benton to respond to demands for coordinated care training, prevention training, and program integration as required by the new Federal Health Care Act.

#3 Southwestern Oregon Community College: Health and Science Building

1) Statement of Need:

The proposed Health and Science building will allow SWOCC to expand our STEM and Allied Health offerings. We anticipate an increase of 5-10percent in graduates in AAOT, AS, and AAS degrees as well as students transferring with or without the degree. Currently, we are limited in our offerings by the lack of space and facilities that are 45 years old.

2) Serving Students Better Through 40/40/20:

With enhancement to our science labs, we could offer innovative science curriculum and expand science/engineering/computer science/math/allied health programs and degrees. Specifically, we can address the goals of 40/40/20 in the following ways.

- **40 – Bachelors and beyond**
Increase the number of transfer students by 5-10percent in science, pre-medical programs, engineering, math and Allied Health Programs. New facilities would allow for increase coordination for SWOCC to offer upper division science classes through the University Center.
- **40 – Some college, Associates degrees and certificates**
Increase number of AAOT, AS, AAS degrees and certificates by 5-10 percent. Develop new programs to address STEM and allied health demands due to the aging population.
- **20-HS graduates**
Expand our dual credit offerings by 10percent. The new building will allow for the creation of new programs in the summer to address STEM areas for local high school students to help keep them in school and pursue college credits.

#4 Rogue Community College: Health and Science Center

1) Statement of Need:

RCC is facing challenging upgrades and expansions of facilities. For example, RCC has insufficient facilities for the lab spaces and clinical areas necessary for newer programs such as Physical Therapy Assistant, Occupational Therapy Assistant, Certified Nursing Assistant 2 (CNA2), Clinical Lab Assistant, and others, and no room to expand existing programs like Dental Assistant and Nursing (ADN). To remain competitive and continue to produce both the quality and ever-increasing quantity of health care workers needed in Southern Oregon, RCC must upgrade program equipment and increase lab and classroom space. This step is critical to expansion of programs leading to increased numbers of degrees and certificates awarded to students completing studies in allied health fields.

2) Serving Students Better Through 40/40/20:

Rogue Community College (RCC) offers a growing number of Health Care programs to Southern Oregon students who wish to train for careers in the health care industry. Currently, nine programs are offered to RCC students as either a full certificate program or as part of a transfer degree in partnership with other colleges and universities. Allied health training is extremely high in demand and program entry is competitive; there are many hundreds more applicants each year at RCC than space to accommodate them. For example, in 2012, the ADN program had more than 200 applicants for just 36 slots, and every seat in the CNA program filled within 2 minutes after registration opened.

In order to meet student demand and the rapid growth of our science and health care-related academic programs, RCC must upgrade and expand facilities, as well as increase program offerings. It is critical for RCC to be able to respond to both the projected national, regional, and local expansion of these disciplines, as well as the continual technological advances and changes. Employers are well aware of the high levels of readiness of RCC students and placement of its graduates in these occupations in the region is very high. To remain competitive and continue to produce the quality of workers employers have come to expect, RCC must continually upgrade program equipment and increase lab and classroom space to provide students the ability to establish lifelong, rewarding careers.

The RCC Health Science Center project is anticipated to serve an additional 460 students in the first year of operation, with growth in each of the following five years. The goal is 100percent completion of enrolled students in degree and/or certificate programs, contributing significantly to Oregon's 40/40/20 milestone.

#5 Chemeketa Community College: Applied Technology Classroom

1) Statement of Need:

The Applied Technology Classroom project will serve both the Machining and Welding/Metal Fabrication programs and will be comprised of new building construction, as well as renovations to several buildings. The composition of the building renovations are under development and will address the identified space needs of the Welding/Metal Fabrication programs, and accommodate college services displaced by construction of the new building.

2) Serving Students Better Through 40/40/20:

The Applied Technology Classroom project is in alignment with and vital to Chemeketa achieving stated 40/40/20 goals. Funding for this project will serve students better by:

- Providing new and enhanced remodeled Applied Technology space based upon the recommendations of local industry. The space will expand the type of machinery that is currently used in the field; such as robotics and CNC (computer numerical control) machines.
- Updating technology and machinery to provide the required knowledge, skills and abilities of our graduates to succeed in this ever changing world. Partnerships with industry such as Mori Seiki will allow students the ability to develop technical skills using online simulation (computer lab space), and advance them to the state-of-the-industry CNC machines in the new lab space
- Interfacing electronics, manufacturing, and welding students together in one classroom/lab setting, allowing students to work together on comprehensive projects that they would work on in industry.
- Allowing students to obtain certifications in more than one field making them employable across industries. For example welding students will also train in manufacturing. Manufacturing students will train in electronics and robotics. This will allow our students to have multiple skill sets to enter a career in Applied Technologies.
- Providing students an ability to obtain new nationally recognized industry certificates in emerging Applied Technology fields.
- Providing remodeled and new instructional space that aligns Chemeketa's certificates, training and degrees with regional job development and training efforts. Chemeketa worked with SEDCOR, McMinnville Economic Development Partnership, Job Growers Inc., to create this alignment.
- Providing new and remodeled Applied Technology space based upon the necessary knowledge, skills and abilities needed in current and emerging industries along the I-5 corridor.

Funding for this project will serve more students by:

- Increasing access to degrees and certificates. The Applied Technology Classroom project encompasses the Machining, Welding/Metal Fabrication, and Electronics/Robotics programs which currently serves 220 students annually. Over time this project will increase the number of students served by over 30percent to 300+ students per year.
- Providing instructional space and equipment where students have an opportunity to receive local training and new national industry certifications that currently requires advance manufacturing employers to hire from out-of-state or send employees east of the Rockies or Mississippi for more advanced certifications and training.

#6 Treasure Valley Community College: Workforce Vocational (CTE) Training Center

1) Statement of Need

Treasure Valley Community College has an essential need for workforce career technical education training facilities that will meet the demands of today and the future for our region. The area we serve, Malheur County, is one of the poorest counties in the state. Therefore, through vision, innovation and entrepreneurship efforts this facility will bring much needed economic vitality to eastern Oregon and will also serve as a catalyst for employers in our region regarding much needed hiring and training opportunity needs.

2) Serving Students Better Through 40/40/20:

The purpose of the new proposed Workforce Vocational (CTE) Training Center on the TVCC campus would be to provide versatile space to accommodate current, new and emerging professional technical (CTE) programs. All of the buildings on the Treasure Valley Community College campus were constructed in the early to mid-1960s and were designed to house a much smaller student population than we currently serve today. Also, technological changes have far out-paced these facilities. In that vein, College classroom space, especially for laboratories, and physical space to train and prepare students for today's transfer, vocational (CTE) and workforce certificated needs have become outdated, undersized and inadequate. Currently, the College does not have suitable space for vocational (CTE) training programs in Welding, Natural Resources, Waste Water Management, Renewable Energy, and Wild Land Fire programs which were not programs when the current facility was constructed in the late sixties. The proposed Workforce Training Center facility would house essential business expansion in our Natural Resources program which needs additional room for laboratory and related storage space.

This proposed facility would also house two new programs, Waste Water Management, which will be tied to our successful Natural Resources program, and a Construction Trades Program, particularly, carpentry which has been approved by the state board. At this time we are not able to offer the Construction Trades Program as we have no current space available on campus and the cost to lease new space is prohibitive.

This facility would provide a better learning environment for our professional technical (CTE) students and provide the College with at least two new professional technical programs. These new classrooms would also have the ability to house larger classroom saving the college money. Also included in this proposed new facility would be much needed general classroom lecture and laboratory spaces to handle other various College professional technical (CTE) training needs.

To summarize, the new proposed facility would house:

- ✓ The expanding welding training program needs for local and regional training which are currently in short supply; particularly, with new businesses moving into the local Ontario area;
- ✓ Our Natural Resource program which has become very successful, but expansion has been limited due to space restrictions;
- ✓ Our new Renewable Energy program which has been added in the last couple of years;
- ✓ Our successful Wild Land fire program that also has expansion needs from employers but inadequate space;

- ✓ A new Construction Trades program; particularly, carpentry which has been approved by the state board, but is not in a current facility because of significant costs to lease space;
- ✓ Our new Waste Water Management program which is not offered in our region; and
- ✓ Several smaller and versatile multi-purpose areas would be included in the facility to meet variable short term career technical training program needs in labs, shops and other general purpose classroom space.

These programs would be linked to other academic programs as follows:

- ✓ Agricultural programs
- ✓ GIS/GPS labs
- ✓ Natural Resource labs
- ✓ Agriculture, ultrasound, drafting computer labs
- ✓ Welding labs and programs
- ✓ Short term workforce training multi-purpose space
- ✓ Renewable Energy
- ✓ Wild Land Fire Sciences

Although TVCC already has several vocational (CTE) program offerings, with the additions in Construction Trades and Waste Water Management, we anticipate that, with the capacity afforded us through the completion of this new facility, we will be able to add additional (CTE) programs for years to come and, equally important, boost the economic vitality of the community.

#7 Umpqua Community College: Industrial Arts Building

1) Statement of Need:

The UCC Industrial Technology Building is designed to primarily serve the Automotive, Welding and Apprenticeship/Manufacturing programs. All three currently have significant facilities challenges that seriously impact both the quantity and quality of program offerings and limit enrollment.

2) Serving Students Better Through 40/40/20:

The Industrial Arts Building will provide the space necessary to increase enrollment in our technology programs. This will result in additional degree and certificates being awarded and will help the state of Oregon achieve its 40-40 goal.

- The Automotive program is one of a select group of Toyota certified T-TEN programs. The program has had to limit enrollment due to old and inadequate facilities. The Industrial Technology Building is needed as the program expands the scope of its service areas, which it has been approved to do as part of its intensive Toyota accreditation process. The proposed building will provide the space to allow the college to re-establish vibrant automotive collaborations with area high schools.
- Welding is operating under similar space constraints – to effectively manage the current demand is difficult, and the program is poised to become a regional certification center which it can only do effectively with updated and expanded facilities
- Apprenticeship does not have a facility, and has had to make do with an assorted collection of facilities – some of which are seriously substandard. By finally providing a home for the Apprenticeship program the College will be able to effectively create a program identity and build this program, as well as no longer using some substandard facilities that the program currently uses.
- The building is intended to have the ability to both teach from and generate online instructional resources, which helps in the development of “flipped” instructional model that prioritizes experiential and collaborative learning environments, as well as being a critical link for the “tele-education” model being developed to serve the instructional needs of regional students online, significantly expanding the College’s service to outlying areas.
- Cumulatively these programs serve 150 students (unduplicated) annually; this number would expand by an estimated 20-40percent with expanded and modern facilities. Over a five-year period the number of students served would range very conservatively from 900 to 1050 plus many more community members for certifications. Together with expanded high school programs the building would be a major aid in meeting the College’s 40/40/20 objectives, particularly with the high school to college transition.

The College works closely with and has formal agreements with Snap-On and Toyota. Beyond the proposed regional welding testing center, the Industrial Technology Building will allow the development of a broad range of tool and automotive industry certification training and testing functions. The expansion of industry certifications in all three areas will help ensure the quality and employability of UCC students, as well as serving the certification needs of industries regionally.

#8 Blue Mountain Community College: Applied Animal Science Education Center

1) Statement of Need:

This project enables Blue Mountain Community College (BMCC) to address identified but unmet demand for new associate's degree programs and career technical education (CTE) certificates in the college's Animal science Department while providing significant enhancements to existing programs. The improved and expanded instructional capabilities facilitated by the Applied Animal Science Center's classrooms, laboratories, examination and operating rooms, livestock handling infrastructure, and demonstration areas for practicums will allow BMCC to better meet Oregon's 40/40/20 goal. Currently, there is student demand for associate's degrees and CTE certifications BMCC cannot offer due to the limitations of existing animal science facilities. In addition to attracting new students who might not otherwise have pursued post-secondary education, the improved facilities provided by the Applied Animal Science Center will allow faculty to employ the latest instructional technologies and best practices in animal science and husbandry; enhancing the quality and value of the instruction content provided to students enrolled in existing animal science programs. Better, more content rich instruction will directly contribute to higher student retention and completion rates.

2) Serving Students Better Through 40/40/20:

The Blue Mountain Community College Applied Animal Science Education Center will support Oregon's 40/40/20 goal by offering new Associate of Applied Science (AAS) degrees and Career Technical Education (CTE) Certificates in the following:

Veterinary Technician (Large Animal), AAS	- 25 students per year = 50 students
Veterinary Asst. (Large Animal), Certificate	- 15 students per year
Farrier, AAS	- 15 students per year = 30 students
Farrier, Certificate	- 15 students per year
Equine Management, AAS	- 20 students per year = 40 students
Total students in new programs = 150	

Enhanced enrollment in existing animal science programs of 20percent due to better instructional environment and enhancements to practicums: Total new students in existing programs = 42

Ancillary Benefits:

- Workforce development – Oregon's livestock industry produces approx. \$2 billion in annual sales
- Fosters equine program partnership with the Confederated Tribes of the Umatilla Indian Reservation
- Builds strong community support ties, including Eastern Promise program with area high schools, through livestock and equestrian events staged at new center
- Provides ability to expand dairy, sheep, and goat (dairy, weed control, meat) programs
- Builds on excellence – BMCC Agriculture Department just honored as Outstanding Post-Secondary Agricultural Education Program in the Western United States
- Allows BMCC to stay abreast of new livestock industry technologies and practices
- Strengthens BMCC partnerships with OSU and WSU Veterinary and Animal Science Programs

In addition to the new programs which BMCC will offer when the Applied Animal Science Education Center is built with capital construction funds, the new center will enhance enrollment and retention in the college's existing animal science degree programs and build on BMCC's award winning excellence in animal science education. Science and technology are increasingly changing traditional livestock management practices. The new animal science center will allow BMCC instructors to incorporate these emerging technologies and practices into the curriculum. With larger, safer, instructional areas equipped with state-of-the-art livestock constraint systems to conduct "hands on" practicums, the student's educational experience will be enriched. The added practical value of new instructional technologies, latest practices as well as more and better practicums will increase the likelihood that students will remain enrolled and successfully earn a degree or certificate. It is anticipated that the Applied Animal Science Education Center will increase enrollment in existing livestock programs by 20 percent, producing 42 additional FTE.

The Applied Animal Science Center will allow BMCC to offer more courses, (both credit and non-credit) for self-enrichment courses including equine health practices for horse owners, basic and advanced horsemanship seminars, draft horse classes, and livestock judging instruction. In addition to providing an amenity to foster community support for BMCC, these programs will generate in excess of 200 non-duplicated student enrollments per year.

#9 Clackamas Community College: Clairmont Career & Technology Education Center

1) Statement of Need:

The Clairmont Career & Technology Education Center (CCTEC) will be the nexus of Clackamas Community College's industrial economic development, 40/40/20, Science, Technology, Engineering and Mathematics (STEM), Regional High School CTE Education, and professional upgrade training efforts. The Center will house an advanced CNC machining and manufacturing lab, designed to emulate the typical modern shop floor setting for efficiency and quick configurability. The Center's design will allow us to address the needs of employees by expanding lab space in general and by allowing us to enhance present technology to more sophisticated, automated forms – mirroring the automated forms used currently in industry.

2) Serving Students Better Through 40/40/20:

Manufacturing enrollment projections associated with the CCTEC are expected to be 3,500 students per year, up 28 percent from present or 2,800 students. These students have access to 6 manufacturing-related degrees, six certificates, three career pathway certificates, with entry-level salary earning potential of \$40 - \$60k per year. A total of 35 manufacturing program students graduated in 2011-2012. With the increase in lab space accommodating more advanced technology, we project that to increase to 60 students annually with existing offerings. With the new facility we will be able to add a new program area in industrial maintenance, a high demand segment for Metro area businesses. Additionally, articulation agreements are in place with Oregon Tech giving students the opportunity to continue to a bachelor's degree and beyond. Presently, about a dozen students matriculate annually. With the improvements mentioned above, we expect that number to double.

Two hundred high school students presently enroll in the Regional High School program annually, having access to machining, welding, and Project Lead the Way curriculum. Students earn credit toward their degrees and certificates while completing high school requirements in demanding, high technology fields. This is training they are unable to get at their home high school. The CCTEC will give 400 students access to more advanced technology currently unavailable in the present location, and will expand to include Renewable Energy Technology. These students will also gain exposure to business and industry through a co-located partnership with a local machine tool vender as well as a co-located manufacturing business incubator. These and other facets are natural conduits to internships and employments opportunities. Furthermore, the Achievement Compact goal that high school students will earn a minimum of nine college credits prior to high school completion will be satisfied.

The CCTEC will be a home office for the Center for Business and Industry (CBI). This is an economic development effort housing Workforce Development, the Small Business Development Center, and Customized Training and Development representatives in the same location. Currently they are spread across two campuses located 12 miles apart. With this infrastructure in one place, particularly as it will be co-located with high-tech. manufacturing education, the College will be perfectly positioned to provide trained employees to manufacturing businesses. With the efficiencies gained in this model, it is expected that the level of clients served by the CBI will increase to 43,000 or 10percent over their present level. Additionally, the CCTEC will be located across the street from a new light industrial business complex coming to the area in the near future.

The CCTEC will house the Water Quality and Environmental Sciences “WET” lab where cohort enrollment is presently limited to 25 due to the College’s existing facilities. We expect this enrollment to grow to double in the Center, particularly as high purity water training increases as semiconductor manufacturing companies ramp up production. The increased space and efficient floor plan of the Center will also allow for additional, more modern technology that cannot presently be housed. Additionally, the Center will house the Renewable Energy Technology (RET) program, a discipline where enrollment is likewise limited by existing facilities. With the expanded capacity, we project annual cohort enrollment to grow to 30 from where it presently is at 20. The RET and WET programs will share an environmental science lab housed in the Center, and will expand the technology for which there presently is no room. Here, industry professionals will get the level of training they need to succeed while high school students will experience high quality STEM activities.

	Enrollment	Transfer (40)	AAS Degrees & Certificates (40)	High School (20)
STEM (Manufacturing, RET, PLTW)	3,500	48	3,100	400
Water Quality	50	10	40	N/A
Regional High School	400	N/A	36	400

#10 Lane Community College: The CENTER for Student Success

1) Statement of Need:

Lane Community College proposes to transform its oldest, largest and most utilized building on campus, the Center Building, into a 21st century learning facility that promotes student success. The renovation will create an integrated suite of academic support services and resources, a technological infrastructure and an environment for students to pursue self-actualized learning activities. This project is central to the college's preparation, progression and completion initiative that will result in increased certificates and degrees and achievement of students' educational goals. As a result, Lane Community College will directly contribute to achievement of the state's 40/40/20 educational attainment goal and fulfill our commitments set forth in achievement compacts with the Oregon Education Investment Board.

2) Serving Students Better Through 40/40/20:

Current academic support departments and their associated social and study spaces are not integrated, positioned, updated, nor equipped to meet the needs of the 21st century student or to help them achieve their full potential as social, technology enabled, lifelong learners. In addition, many new students coming to Lane are substantially under prepared for college-level course work, especially in math. Providing a safe, inviting alternative learning environment is an essential component of student success, particularly for those who are academically underprepared. It is critical that the college develop the capacity to provide these services "at scale" in order to serve all students rather than only self-selected students or those who participate in niche programs; this facilities project provides the means to do so. Research shows that the provision of comprehensive services to students improves retention, facilitates student engagement and deepens the educational experience. This project also renovates the spaces for our nationally recognized culinary and hospitality programs, the only programs in the Northwest with national dual accreditation. This career and technical program directly supports the local economy by providing a skilled workforce for the burgeoning organic food, beer and wine industry.

LCC proposes to upgrade, expand, and remodel the first three floors of the four-story building. The renovation will add an integrated literacy center and an academic testing center. Aside from building the capacity for the college to better serve students, the project will improve safety by dealing with seismic issues that are prevalent in this 45-year-old building. It will also provide the opportunity to create a more environmentally sustainable facility and will meet the College's sustainable design principles by being at least LEED Silver certified.

Changes to the first floor of the building include a major expansion of the culinary arts program laboratory, and reconfiguration of the food services and dining areas. The second floor includes creation of an integrated literacy center located adjacent to the tutoring center, upgrades to the library, installation of a technology rental/check-out service (laptops, tablets, digital cameras, etc.), and creation of an academic technology center/student help desk to provide students with tech support and training. Third floor changes include remodeling space to accommodate a centralized campus testing center (computer lab) and associated offices.

The overall preliminary budget figure of \$29 million is based on current building cost information from a professional estimator. The college has a local match ready and is prepared to begin construction in 2013. Completion of the project is scheduled for August 2015.

#11 Columbia Gorge Community College: Advanced Technology Center

1) Statement of Need:

The Columbia Gorge Advanced Technology Center will enable the college to meet the expectations of the Columbia Gorge. The Advanced Technology Center is a logical and anticipated outcome of the college's phased strategy in developing the Hood River campus. The Center will have new programs to support design, high technology and production industries located and rapidly expanding within the Columbia Gorge. The current facility does not have sufficient or appropriate spaces to support the growing economy, which is sufficiently robust to maintain a stronger employment rate than the state average.

2) Serving Students Better Through 40/40/20:

A strong STEM-related curriculum, certificates and degrees will be necessary to train and attract support industries and advance the states goal of 40/40/20.

The Advanced Technology Center is a major component of our bi-state initiative called the "Regional Center of Innovation." There is an immediate and urgent opportunity to address the unmet education and training expectations of local industries in the region, particularly those in the technology sector. These expectations are described in the college's 2012-16 Academic Master Plan, which identifies a particularly strong interest in STEM (Science Technology Engineering and Match) disciplines as a core component of the campus. While there is a natural connection to addressing the STEM needs of the k-12 educational experience, the primary focus has been specific requests from our industry partners such a Google, Insitu, and many other members of the Gorge Technology Alliance.

Another burgeoning economic sector identified in the master plan is the food and beverage industry, which is increasingly aligned with the locally-grown, packaged, and sourced economy of the Mid-Columbia region through such public-private initiatives as the Gorge Grown Food Network. These industries are spurring growth in the hospitality and tourism healthful lifestyle aspects of the region. These industries demand and support a strong STEM agenda. Columbia Gorge Community College is widely recognized as playing a central role in a seamless K-20 system for the Mid-Columbia region, attracting research and development firms, supply-chain industries, and preparing an increasing number of students for the computer science and engineering fields.

Expansion of the college campus to support the Columbia Gorge Advanced Technology Center will provide additional classroom and meeting space for the college and its constituents. It will support hybrid courses through distance and on-site instruction. Environmental studies are coordinated with Indian Creek riparian restoration. Education and training is aligned with industry, K-12 and university partners in the Columbia Gorge, as proposed by the Columbia Gorge Regional Center of Innovation concept of a Rural Council advanced manufacturing center. These partnerships will strengthen college connections with K-12 instruction, improve access to higher education, and help build a stronger, more diversified regional economy.

#12 Central Oregon Community College: Academic and Student Success Center (Through transfer of Cascades Hall from OSU-Cascades Use to COCC)

1) Statement of Need:

Cascades Hall Acquisition Strategy: COCC is requesting State funding support for acquiring Cascades Hall from OUS/OSU-Cascades as a substitute for COCC's prior capital proposal for construction of a new Academic Center facility. The primary uses of and size of the Cascades Hall facility replicate the originally proposed Academic Center while strategically expanding Student Success Center elements critically important to student success, completion and 40/40/20 achievement.

OSU-Cascades Campus currently delivers instruction predominantly at Cascades Hall located on the COCC Campus. In its current status, OSU-Cascades Campus provides only junior/senior and graduate courses with freshman/sophomore courses provided by COCC. The State Board of Higher Education has endorsed OSU-Cascades Campus transitioning from upper-division/graduate instruction only to full, four- year and graduate programming as a strategic investment for the university system achieving the bachelor's degree "40." Meeting the bachelor's degree target requires adding the equivalent of another full university campus statewide. Oregon State University and the University of Oregon do not have the capacity to expand this much at their Eugene or Corvallis sites. Portland State also does not have such capacity. Movement to full four-year program offering energizes OSU-Cascades Campus as a tool for statewide enrollment and degree completion. The target is for this campus to have an enrollment of 3,000 to 5,000 students over the next two decades.

The Governor has endorsed OSU-Cascades Campus's transition to four-year status and the capital funding proposal to begin to build a new campus. Traffic and other development limitations would not support OSU-Cascades reaching its targeted size on a shared COCC/OSU-Cascades single campus. OSU-Cascades has already begun the transition to a new site. Beginning in spring 2012, OSU-Cascades had already raised \$3M in community donations toward a targeted \$4M in local contribution for the \$24M capital project it is proposing. While this is significant progress, the current shared campus status is a long-range impediment to this broader 40/40/20 initiative.

OSU-Cascades currently operates through a 30-year contract for use of Cascades Hall (current in year 12 of that contract). This obligation constitutes a major planning and operational barrier to OSU-Cascades establishing its independent campus. If OSU-Cascades could terminate its current 30-year contract, it could focus current annual debt payment and facility operation payments on further expansion of its planned new campus and on instructional offering.

2) Serving Students Better Through 40/40/20:

As a community and educational partner, COCC has expressed its willingness to partner with the broader 40/40/20 and strong local education/economic development initiatives through a win/win strategy. COCC has proposed:

- (1) Dropping its request for \$5.775M in 11-G Bonds to be matched by an equal amount of local funds for construction of a new Academic Center to serve expanding enrollment and to support student success programming.
- (2) Replacing this project with State funding of \$5.26M to cover the cost of retiring the current debt remaining on Cascades Hall. This total amount is less than the otherwise

required \$5.775M and would not require local match as over \$6M in principal and interest would have already been paid on this project by 2015.

- COCC anticipates up to \$1M in furniture, fixtures, equipment and renovations would be required for COCC to modify the current facility for COCC instructional and student success support use. COCC has these funds available.

COCC, OSU, OSU-Cascades and the Central Oregon community find this to be a responsible and collaborative strategy that transcends the traditional isolation of different agency silos to demonstrate the “pre-K through 20” perspective and actions mandated by the Governor.

Primary uses of the Academic and Student Success Center:

1. Expansion and consolidation of present facilities which are unable to expand in their current COCC Library location to create a Student Success Center (tutoring, placement testing, advising and career services).

Whether through Achieving the Dream, Foundations of Excellence or other student success initiatives research continually reinforces that placement testing, academic advising, career planning and tutoring are the key foundations for successful student success efforts. While COCC currently offers these services, the significant increase in certificate- and degree-seeking students has placed strains on existing services and the space associated with these services. Recent illustrations include:

- Academic advisors now must share office spaces, which hamper a student’s ability to engage in personal discussions and receive appropriate support or direction for issues affecting their academic progress;
- An inability to expand online placement testing services, which prohibits student access to information needed for a successful academic advising experience; and
- An inability to expand tutoring services physical space where currently students receive tutoring in spaces which generally accommodate six students, but instead must now serve 10 or more at one time

Students do not often see the differences between academic advising, career services, personal counseling and tutoring needs, although high levels of expertise are required in each of these areas. Having these services co-located creates the ability to refer students amongst various areas without losing the student in the transition. Such synergy positively impacts an institution’s ability to provide appropriate interventions at appropriate times, thereby greatly impacting student progression and completion. Acquiring Cascades Hall will enable COCC to create a Student Success Center that greatly expands the College’s ability to offer support services, thereby increasing student profession, transition and credentialing to achieve 40/40/20.

2. Additional classrooms to respond to current unmet demands and anticipated growth to reach historical population service penetration rates and to respond to projected Central Oregon growth.
3. To provide critical office space needs generated by COCC’s having doubled credit FTE enrollment over a four year period. Current office space is inadequate to provide offices for part-time faculty to meet with and support students.

#13 Clatsop Community College: Health and Wellness Center

1) Statement of Need

What currently passes as the college's Health and Wellness Center, Patriot Hall, is a decaying 1940-constructed building that is seismically dangerous and cannot be renovated. It contains primitive exercise space and inadequate general instructional space. The current instructional space for the nursing and medical assisting programs in Columbia Hall is running at design capacity, and cannot accommodate the emerging need for more healthcare training programs. Therefore, the College identified the proposed Health and Wellness Center in its facilities strategic plan (January 2008) as the next capital development.

Clatsop Community College serves Clatsop County, a geographically-isolated rural coastal region approximately 100 miles from Portland. Among Oregon counties, Clatsop has the third highest death rate from heart disease. Moreover, whereas 36% of Oregon adults are obese, that population is over 39% in Clatsop County. And among Clatsop County adults, only 53% meet the CDC recommendations for physical activity compared to 56% of the state's population. Furthermore, twenty six percent of 11th graders in the county smoke cigarettes versus 16% of 11th graders statewide. And 20% of pregnant women in Clatsop County smoke, compared to 12% of pregnant mothers statewide. Clatsop County also has an older population than Oregon generally, with a median age of 43.2 versus 38.4 for the state. Twenty one percent of Clatsop County's population is older than 61 versus 17.5% for the state (2010 census).

Clatsop Community College is in a position to confront these alarming trends through education and training, yet has been hampered by the lack of infrastructure to support the development of programming that, in partnership with other community institutions, could strengthen the supply of healthcare providers, reduce the unhealthy habits of the population, and meet the growing needs of a disproportionately mature population.

With the closest public baccalaureate degree-granting institution, Portland State University, 2 hours away, and with major medical institutions similarly remote, the North Coast is developing partnerships to enable the region to become more efficient and effective in meeting its rural health challenges. To help address these challenges, local hospitals have begun supporting CCC's Nursing Program. In addition, Clatsop County Public Health, the City of Astoria Parks and Recreation, and most centrally Columbia Memorial Hospital, are partnering with the College to develop the proposed Health and Wellness Center, new allied health career programs, as well as public health and wellness activities.

2) Serving Students Better Through 40/40/20

This innovative collaboration and partnership will improve substantially our ability to serve students and citizens of this geographically-isolated rural coastal region. The project is a direct result of Clatsop Community College's work with local community leaders to identify unmet local/regional workforce and education needs. The Health and Wellness Center will increase capacity, training and clinical opportunities for existing health and wellness programs in nursing, medical assisting, physical education and early childhood education. Currently the College prepares from 30 to 40 trained health care workers per year in nursing and medical assisting. The new facility would have the capacity to double graduates in other health care fields in high demand.

Profession	Increased need for workers by Clatsop, Tillamook and Columbia counties by 2020	Increased need for workers by Oregon by 2020
Registered Nurses	30%	25.9%
Medical billing clerks	24.5%	23.3%
Medical transcriptionists	43.5%	30.3%
Medical records and health information technicians	40%	28.5%
Addiction counselors	35.9%	30.1%
Mental health counselors	36.7%	24.8%
Social workers	35.7%	25.9%
Emergency medical technicians	43.3%	29.1%
Surgical technologists	50%	26.3%

Furthermore, with the advent of Community Care Organizations, the Center will support additional programs and coursework for community healthcare workers, peer advocates, patient navigators, drug and alcohol counselors, health informatics professionals, and fitness technologists.

By strengthening existing community partnerships with Clatsop County Public Health and the City of Astoria Parks and Recreation, the Center will include shared-space with Columbia Memorial Hospital for cardiac rehabilitation and occupational and physical therapy. The Health and Wellness Center would both increase the number of locally trained and educated healthcare professionals, and provide access to much-needed indoor exercise and wellness facilities for the people of Clatsop County.

Finally, the Clatsop Community College Health and Wellness Center would create a dynamic and integrated space for education, training and community activity that would serve students and county residents for decades to come.

#14 Tillamook Bay Community College: Career and Technical Workforce Building

1) Statement of Need:

Tillamook Bay Community College's Career and Technical Workforce facility will be named the Partners for Rural Innovation Center. The vision prompting this innovation and entrepreneurship effort is the opportunity to bring more economic health to Tillamook County by providing postsecondary learning options from Oregon State University Open Campus, Tillamook OSU extension services, Regional Solutions, Tillamook County's Economic Development and Tillamook Bay Community Colleges Small Business Development together in one location.

2) Serving Students Better Through 40/40/20:

TBCC's second building will serve students and community members in five important areas: 1) bring a focus to innovation and economic development at the micro and macro level; 2) provide a shared location for all the postsecondary learning partners in Tillamook County, so individuals can access, credit, workforce or consulting for their small businesses all in one location; 3) support those beginning their bachelors level work at TBCC and then transferring to OSU with the Degree Partnership programs; 4) create flexible space for career, technical and workforce training, and 5) allow increased space in the main campus building for career coaching and advising that can assist student progression and completion.

The first floor of the Partners for Rural Innovation Center brings together the OSU Extension services, OSU Open Campus, Regional Solutions, Tillamook Economic Development and TBCC Small Business Development. Individuals in the community will be able to move easily between the services and the partners, significantly enhancing the ability of community members to achieve their goals. Rural communities that have had an economic base in forestry need to move into areas of innovation and entrepreneurship; the partners can meaningfully support this effort. The partners can also begin to better identify workforce training needs and assist as the community employers' needs are identified.

The second floor will offer flexible space for career technical and workforce training identified by the partners and the local employers. It will also have a flexible lab space for agriculture and natural resource degrees, hospitality and tourism and entrepreneurship. The Agriculture and Natural Resource certificates and degrees will be presented for approval in spring 2014 when TBCC receives its own accreditation.

For this rural county of 26,000, with 15,000 between ages 18 to 65, this is the closest training location within 1.5 hours of driving. The partners view the facility as a means to support long-term economic development and to meet long term educational needs. Each year these partners will serve an additional 20 to 30 full time students, 100 individuals taking one class or more, an additional 50 taking noncredit workforce training, and over 700 coming through industry sponsored trainings from Hampton, Tillamook Creamery, Public Utility District (PUD) and others. The number may appear small compared to the metro areas. The increased FTE would be 20 to 40 FTE each year. TBCC generates around 550 FTE per year thus the increase is about a 4 to 7percent increase.

One important feature is that future classes will be responsive to the local need and future needs. Another is that this project strengthens a strong degree partnership with OSU in Agriculture and Natural Resources, entrepreneurship, and other identified OSU programs. Students will begin in Tillamook and complete at OSU. This is important for the limited recourses of the community, where the poverty rate ranks in the top ten of the 36 Oregon counties. The completion of this dedicated partner-driven building will forge a strong start with strong partners.

#15 Portland Community College: Health Professions Center

1) Statement of Need:

Sylvania Campus houses health professions programs in Dental Hygiene, Dental Assisting, Dental Lab Technology, Radiography, and Nursing. These programs are in high demand by students, and graduates of the programs are in high demand by employers. The current facilities housing these facilities are now over 40 years old, suffer from very cramped quarters, and are unable to expand to meet demand or to adapt to the space needs for new equipment. Furthermore, HIPPA and program accreditation standards have changed since the original facilities were built; current space limitations compromise the college's ability to meet these new standards.

2) Serving Students Better Through 40/40/20:

This project solves inadequate space and technology obsolescence in the facilities that house our high-demand health professions career technical programs. To meet our 40/40/20 goals, this problem must be addressed. This problem negatively impacts PCC's ability to ensure completions and produce graduates who meet employer requirements. Lack of space in current buildings and aged equipment restricts PCC's ability to provide the quality of instruction that meets industry and/or new accreditation standards in Dental Hygiene, Dental Assisting, Dental Laboratory Technology, Radiography Technology, and Nursing Programs. In addition, the confined lab space in medical programs where direct services are provided to the public as part of the learning experience (e.g., dental hygiene) does not meet HIPPA requirements. Students' access, learning, completions and employment in their chosen professions will be negatively impacted without this investment.

PCC's combined health professions programs housed at Sylvania Campus serve approximately 330 students annually. PCC's enrollment growth (42percent the last four years) has placed a premium on the use of campus space for student and academic services, resulting in an inability to expand or modernize technology. In terms of access and completion, the health professions programs have inadequate space and currently there is no opportunity to expand these programs. As far as quality of instruction, competency in digital technology has become the industry standard for both patient assessments and medical record keeping; the equipment required to reach students to these standards is not universally available in our current facilities. To train students for today's jobs, the college needs state-of-the-profession equipment and adequate space to house this equipment.

Specifically, the College needs to:

- Improve the quality of learner outcomes, enable health professions programs to expand capacity and contribute more robustly to Oregon's 40/40/20 completion goals;
- Locate Sylvania Campus health professions programs in a single new location, adjacent to the campus;
- Employ industry appropriate technologies in health professions programs, including digital medical records and digital patient assessment equipment;
- Utilize more current teaching-learning technologies to improve completions, including simulation technologies and distance learning;
- Provide facilities that are a facsimile of the real world work environment;
- Have additional space to schedule classes in ways that better meet student needs and contribute to operational efficiencies;

- Build capacity to provide advanced training, such as restorative dental care, for incumbent workers; and
- Maintain administrative oversight (i.e., fiscal, academic, and student support services) of these programs at Sylvania Campus without employing additional administrative personnel.

Goals are to:

- Increase student retention and completions in health professions programs;
- Provide health professions education in state-of-the-profession facilities that are congruent with industry, accreditation and HIPPA standards;
- Identify property as close to Sylvania Campus as possible on which PCC could locate a new building or renovate an existing building that would enable the college to achieve the expansion and improvements outlined above;
- Provide employment opportunities for construction industry workers.

#16 Mt. Hood Community College: Student Services Enhancement

1) Statement of Need:

Mt Hood Community College is an older campus, having been built during the 1960s with local bond funds. The layout of the campus has not changed since the initial construction though administrative functions that support postsecondary education certainly have. This project envisions a central gateway to our array of student services, which are currently fragmented and located throughout a campus serving some 31,000 students.

The intent is to better support student retention and completion efforts through centralization of these services into a new, convenient location. The new structure (which is part of the Campus Master Plan) will optimize the use of staff, technology, and physical space toward:

- Integrated one-stop student services that promote recruitment, retention, progress, completion, transfer, jobs, and community connection; and
- A clear community hub or “front door” for campus access; and
- Seismic upgrades to the central entry point and adjoining structures.

2) Serving Students Better Through 40/40/20:

A new student services center will help students, the public, and community partners collaborate toward student success, workforce development, and community economic development. As one typical study found: “... locating services in easily accessible locations increased the use of services, and ... also improved recruitment and retention of both credit and non-credit/continuing education students.”² Retention of students once they start is the critical factor for degree and certificate completion.³

In the new center, cross-departmental teams will be able to collaborate in new ways on retention, strengthening the foundation for higher completion rates, and enabling more students to enter the higher education pipeline, progress, complete, and move into jobs in the district and transfer to universities.

Key goals include:

- Improving students’ academic readiness, orientation, and motivation for completion.
- Providing smoother transfer to and from universities, from high school to college, and through various programmatic pathways within the college.
- Developing better access to student financial resources and basic life-skills such as financial literacy, developmental courses, and career planning.
- Drawing more students of all ages into postsecondary education and helping chart a path that results in degrees, certificates, and employment or transfer.
- Consolidating similar services to free up space for classroom instruction for 800 additional students.

¹ Retrieved from <http://udini.proquest.com/view/one-stop-student-services-center-at-pqid:1854920161/>.

² Postsecondary Quality Education Commission; 40/40/20 Strategy Draft 7/25/2011.

- Enabling greater linkage between community partners, regional employers, and our workforce development functions.

The project introduces new services to support 40/40/20. For example, a Start Lab will help students – especially at-risk populations – with orientation, advising, assessment, counseling, academic preparation, educational planning, career planning, online systems navigation, financial literacy, financial aid, registration, graduation, and job placement developed with the community. A Comprehensive Transfer Center will help students navigate all major pathways into, through, and from the college.

In summary, the project will support an enriched institutional commitment to 40/40/20 while additionally providing space for added classrooms in sizes and configurations to serve instructional needs of over 800 additional students in new ways. The project is an organizational redesign and structural upgrade that is intended to *globally improve student services, technical support, and academic instruction in a manner that integrates community access, university partnerships, and workforce development to better serve the district.*