

2025

END OF SESSION LEGISLATIVE REPORT



**Oregon Community
College Association
6/28/2025**

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2025 Legislative Session Highlights

Session Overview

The 2025 Legislative Session began with comparatively broad agreement around what the key priorities for the state and policymakers would be. These priorities included housing, behavioral health – particularly surrounding addiction counseling and services – as well as K-12 funding and the K-12 funding model, and a possible major transportation package. Funding for the wildfire season and recovery remains a persistent challenge for state budget makers. Legislative and gubernatorial priorities were not focused on higher education, creating a challenging environment to advocate for support of institutions like community colleges and public universities, as well as student services such as financial aid and basic needs.

On May 14, the Legislature also received some worrying revenue news in the state economist's quarterly economic and revenue forecast. For the first time since the pandemic, the state economist forecasted a drop in revenue from the previous forecast, predicting the Legislature would have about \$500 million less than it had previously expected. The May forecast is the final one the Legislature receives before the close of the session, so spending decisions are heavily based on the results of that report. This news left legislators struggling to fund all state services at the Current Service Levels (CSL) estimated by the Legislative Fiscal Office (LFO).

For community colleges, the CSL estimated by LFO was \$854.4 million into the Community College Support Fund (CCSF). However, OCCA and the colleges estimated the actual CSL at \$920 million. Yet with the funds estimated to be available, state budget writers struggled to maintain even the very conservative LFO CSL levels. As budgets began to roll out, it became clear that state CSL was the funding high water mark for most state agencies and programs, with many funded below that level.

The state transportation package emerged as the Session's final major challenge, facing deep partisan disagreement. Because it included a tax increase, it required a super majority in both chambers under the Oregon Constitution. With Democrats holding just enough seats to reach that threshold, the proposal's success hinged on full caucus alignment or bipartisan support. In the end, lawmakers were unable to gather the votes needed, and the transportation package failed to pass before adjournment.

The Oregon Legislature adjourned *sine die* just before midnight on Friday, June 27, officially closing the 2025 Session with a mix of celebration and unfinished business. From OCCA's perspective, the session underscored the growing recognition of community colleges as essential to Oregon's economic recovery and educational equity. While long-term funding challenges persist, OCCA is encouraged by the momentum built this year and remains committed to advancing policies that advance student success, workforce readiness, and funding stability.

Community College Support Fund

Based on the CSL funding model used by community colleges, the Community College Support Fund would need to increase from \$800 million (2023-25 biennium) to \$920 million, representing a 15% increase in funding for the 2025-27 biennium. This funding level reflected rising college costs overall, especially increases in personnel expenses due to local contracts adjusting for employee inflation. Other personnel costs like health care also increased at most colleges by more than the 3.4% per year reflected by LFO. The 15% increase request also highlighted that revenue from tuition has not kept pace with increased costs as colleges continue to recover enrollment after the historic declines of the pandemic.

Ultimately, community colleges received the state CSL funding level of \$854.4 million, representing a 6.9% increase in funding over the previous biennium. Nearly all other programs under the Higher Education Commission received state CSL funding.

See the full budget report [here](#).

Capital Construction Projects

Three colleges had new projects go before the 2025 Legislature for approval, totaling \$20 million – \$8 million for the Clackamas Center for Excellence for Farming, Horticulture and Wildland Fire, \$4 million for a Cosmetology Campus Building at Klamath Community College, and \$8 million for classroom and lab updates at Mt. Hood Community College.

Two colleges also had projects approved in previous sessions and sought to have those projects reauthorized. The projects include a Marine Science Center at Clatsop Community College and a Welding and Manufacturing Trades Center at Southwestern Oregon Community College.

OCCA presented these projects before the Joint Ways and Means Subcommittee on Capital Construction and advocated throughout the session for community college capital projects, which were all funded at the levels requested in the capital construction bill ([SB 5505](#)) that passed in the last days of the session.

Capital Construction ([HB 3635](#))

One of OCCA's session priorities was to increase the \$8 million cap for Article XI-G capital construction funds to which colleges have been restricted since 2007. OCCA worked with Rep. Zach Hudson, Chair of the House Committee on Higher Education and Workforce Development, to introduce HB 3635. In its original form, this legislation would have raised the cap on Article XI-G projects to \$14.25 million based on the Consumer Price Index (CPI) rate of inflation.

After a successful hearing before the House Committee on Higher Education and Workforce Development, the committee amended HB 3635 to raise the cap to \$15 million, based on updated CPI information and to have the cap increase each biennium based on inflation. The committee approved the legislation, which was then referred to the Joint Committee on Ways and Means. Instead of moving HB 3635, however, the Ways and

Means Subcommittee on Capital Construction amended [SB 5505](#), the primary capital construction bill, with language setting the cap for community colleges at \$12 million for projects requested after July 1, 2025.

Community College Governance

At the beginning of the Session, Senate Majority Leader Kayse Jama introduced [SB 478](#), which would have made dramatic changes to community college governance. The legislation would have mandated the following:

- Board members have college-provided emails posted on the college website
- Creation of an eighth voting member of each board for which only a full-time student at the college is eligible
- Boards must take a public vote on any association membership
- Colleges report on the implementation of the bill in the next legislative session

The legislation also would have allowed boards to vote to give board members a \$500 monthly stipend.

OCCA was not notified about the legislation or made aware of the proposed changes prior to its release. After the bill was introduced, OCCA contacted the sponsors to raise concerns about the significant impact it would have on community college governance. The bill was soon scheduled for a public hearing, during which Senator Lew Frederick, Chair of the Senate Education Committee, introduced amendments that would have required:

- Colleges vote not just on joining an association, but also on renewal of any association membership. It also exempted student and faculty association memberships.
- College boards would be required to fill any board vacancy that is less than 90 days away from an election within 60 days of the seat becoming vacant. If a board did not do so, the county commission in a college's most populous county would fill the vacancy.

Colleges had not been aware of the amendment until it was released the afternoon before the public hearing.

Since this legislation made significant changes to governance that raised serious concerns among the colleges, OCCA opposed the legislation as it was introduced. OCCA did work with the bill's sponsors as well as stakeholders, including the Oregon Education Association and the American Federation of Teachers, to find a compromise. In the end, OCCA and the two labor organizations agreed to the following:

- An Ex-Officio student member on every board would vote ceremonially
- All board members have college-provided email addresses available on the website
- Filling of board vacancies that are less than 90 days away from an election within 60 days of the seat becoming vacant. If a board did not do so, the county commission in the college's most populous county would fill the vacancy.

SB 478 did not move forward, as it failed to receive the required three votes in the five-member committee. However, sponsors of the bill have indicated plans to revisit the issue in the next Legislative Session, possibly with a more expansive proposal.

Advocacy

OCCA provided community college board members, presidents, students, faculty, and staff with several tools, resources, and activities to connect with legislators and advocate for community college budget and policy bills during the 2025 Legislative Session.

- **Direct Advocacy:** OCCA engaged in direct legislative advocacy before and during the Legislative Session. OCCA presented at several informational hearings regarding the Community College Support Fund (CCSF), capital construction projects, and Adult Reconnect programs. OCCA also engaged directly with advocacy partners including labor, students, and other sector partners.
- **Advocacy Toolkit:** OCCA created an online toolkit for college board members, advocates, and stakeholders to have a one-stop shop for advocacy tools. The toolkit – available on the OCCA website – included talking points and one-page information sheets for each legislative priority, social media guidelines, testimony and letter to the editor templates, and other related documents helpful for those advocating on behalf of the colleges. OCCA continued to update the toolkit throughout the Session to keep it relevant for advocates.
- **One-Click Politics:** This is the grassroots advocacy platform OCCA utilizes to give college board members, presidents, staff, faculty, students, and other stakeholders and advocates a simple way to contact legislators about important issues. The platform allows users to contact legislators via email, video message, the social media platform X (formerly Twitter), or phone. OCCA conducted several campaigns during the Session:
 - **CTE Month:** February was CTE Month, so the campaign ran for the entire month. This was an opportunity for advocates to engage with legislators about the value and importance of Career & Technical Education (CTE) programs at community colleges and how they connect with and impact Oregon's workforce and economy. The campaign resulted in 60 emails being sent to 43 legislators.
 - **Oppose SB 478:** This campaign urged legislators in the Senate Committee on Education and House Committee on Higher Education & Workforce to oppose SB 478, which would have changed community college board governance. This campaign ran from Feb. 7-12, and 95 emails were sent to committee members. This bill did not move forward in the process and ended the session in the Senate Education Committee.
 - **Student Basic Needs Lobby Day:** This campaign urged legislators to support the Student Basic Needs and Workforce Stabilization Act (HB 3182 and HB 3183) to provide funding for student basic needs services and personnel (benefits navigators). The campaign ran on May 8, and resulted in advocates sending 250 emails to 64 legislators.

- **Community College Day of Action:** This campaign centered on a single day of action by advocates to contact legislators to urge their support of \$920 million for the Community College Support Fund (CCSF). The campaign resulted in 309 emails being sent to 60 legislators.
- **CTE Month:** OCCA once again supported a virtual CTE Month during National CTE Month in February to promote and highlight community college Career and Technical Education (CTE) programs. OCCA prefers to hold a CTE Day at the Capital, but due to ongoing construction at the statehouse, an in-person event was once again not possible in 2025. Using tools and guidance from OCCA, colleges instead promoted their programs on social media, highlighting different career pathway themes each week. A One-Click Politics campaign accompanied the efforts (see above).
- **OCCA Legislative Summit:** OCCA hosted the 2025 OCCA Legislative Summit in Salem on March 5. This event takes place only during regular legislative sessions and serves as an opportunity for community college board members, staff, administrators and other partners to learn about the issues and priority bills in the session, messaging, and lobbying strategies to strengthen their advocacy efforts. Attendees also heard from panels of legislators, seasoned advocates and event students. The next day, college representatives descended upon the Capitol to meet with and lobby their legislators.
- **Day of Action:** OCCA hosted a Day of Action on May 13, 2025, to encourage community college advocates to reach out to legislators regarding the need for \$920 million in the Community College Support Fund for the 2025-27 biennium. OCCA created flyers for the event and worked directly with colleges to encourage them to hold events on campus to promote sending messages to legislators through the Day of Action One-Click Politics campaign. The event was successful, with more than 300 emails sent to 60 legislators that day.
- **Weekly Legislative Calls:** OCCA hosted a Zoom call each Tuesday afternoon during the Legislative Session to update college board members, presidents, and other staff on the Session. Each call provided an update on what was happening at the Capitol, a report on upcoming and recent bill hearings, and solicited colleges to advocate on certain issues or provide testimony. These calls were well attended each week.
- **OCCA Digest:** Each week, the *OCCA Digest* e-newsletter provided subscribers with updates on the Session, calls to action for advocacy campaigns through One-Click Politics or other activities like the Day of Action, and a calendar of upcoming hearings. The *OCCA Digest* currently has nearly 750 subscribers, comprised primarily of college board members, presidents, and staff/faculty. Other stakeholders also subscribe to stay informed on community college issues.
- **Campus Advocacy Coordinators (CACs):** OCCA led this team of advocacy leaders from institutions to help share consistent messages and advocacy activities throughout the Session. The CACs were critical liaisons between OCCA and the colleges related to legislative advocacy during the Session. They also were

important assets for identifying students, staff, and community partners to provide testimonies during OCCA's budget presentation in front of the Joint Ways & Means Subcommittee on Education, as well as during the community college budget public hearing in April. Ahead of the 2025 Session, OCCA held a retreat for CACs in July 2024 to prepare for the Session.

- **Joint Ways & Means Subcommittee on Education Budget Presentation** – OCCA Deputy Director John Wykoff presented the case for \$920 million for the CCSF over the course of two days in April to the Joint Ways & Means Subcommittee on Education. This presentation involved numerous speakers, including presidents, students, board members, faculty, staff and community/industry partners, and OCCA is appreciative of their contributions. Committee members praised OCCA's presentation and the inclusion of these additional compelling speakers, especially the students.

Tracked Bills by Category

(P) = Passed (DNP) = Did Not Pass

Accelerated Learning

(P) Agriculture & Forestry Dual Credit Program Standards ([SB 784](#)) – Specifies that the statewide standards for dual credit programs include programs in agriculture, forestry and natural resources. Even though some legislators believed this bill to be unnecessary, it did finally pass and will be added to the dual credit standards after the conclusion of the session.

Budget

(P) HECC Budget ([SB 5525](#)) – Appropriates money from the state’s General Fund to Higher Education Coordinating Commission for certain biennial expenses. See summary above.

(P) Christmas Tree Bill ([SB 5006](#)) – This is the 2025 Session “Christmas Tree Bill”, which is one the final bills of the session that often includes additional spending in areas not covered in the other budget. The bill included \$14 million to restore Grow Your Own (GYO) funds that had been cut from the Department of Education Budget used to educate K-12 administrators. Several colleges have contracts with the Department of Education to do this work. The funds were taken from the Educator Advancement Fund. The restored funding is intended to reduce the impact on individuals already enrolled in GYO and Administrator Scholars programs during the 2025–27 biennium.

Campus Safety

(DNP) Oregon Campus Resilience Consortium ([SB 231](#)) – Appropriates moneys from the General Fund to the Higher Education Coordinating Commission for distribution to the University of Oregon's Institute for Resilient Organizations, Communities, and Environments for the purpose of implementing emergency response, continuity and recovery initiatives at post-secondary educational institutions. This bill appropriates \$1,526,167 to develop a formal statewide consortium to provide training and resources to higher education institutions. OCCA submitted written testimony in support of this bill and worked with other higher education institutions to advocate for this funding.

(P) Expanding Sexual Misconduct Reporting Requirements for Higher Education ([HB 3731](#)) – Provides additional data to be included by institutions of higher education in an annual report regarding allegations of sexual misconduct and violence on the campus of the institution. HB 3731 clarifies required reporting requirements and allows higher education institutions the option of adding narrative to mandatory annual reports to provide context to reported data. OCCA provided feedback on the changes to the bill’s sponsor, Rep. Annessa Hartman, and submitted written testimony when the bill was considered in the House Higher Education and Workforce Development Committee. The testimony reflected concerns and feedback from community college Title IX coordinators.

Capital Construction

(P) Klamath Community College Childcare Center ([HB 5050](#)) – Modifies the amounts authorized for issuance of general obligation bonds in the 2023-2025 biennium for the Klamath Community College childcare resource learning center project. This legislation brought the funding for the childcare resource learning center up to the \$8 million cap for Article XI-G funding for community college capital projects.

(DNP) Capital Construction Article XI-G Bond Limit Increase ([HB 3635](#)) – Increases the limit on the aggregate amount of XI-G general obligation bonds that may be issued for projects at a single community college from \$8 million to \$15 million. (See summary above)

(P) Community College Capital Projects ([SB 5505](#)) – Establishes amounts authorized for issuance of general obligation bonds, revenue bonds, certificates of participation and other financing agreements for biennium. See summary above.

(DNP) Southwestern Oregon Community College Elevator Project ([HB 3618](#)) – Appropriates moneys from the General Fund to the Higher Education Coordinating Commission for distribution to Southwestern Oregon Community College to repair elevators in Tioga Hall. This legislation would have provided \$275,000 for an elevator to make Tioga Hall accessible for people with disabilities or other mobility issues. The legislation passed out of the House Higher Education and Workforce Development Committee and was subsequently referred to Ways and Means where it did not move forward. \$247,5000 was appropriated for the project, however, in the end of session funding allocations bill ([HB 5006](#)).

Collective Bargaining

(P) Penalties for Violations of Public Employee Collective Bargaining Laws ([HB 2944](#)) – Directs the Employment Relations Board to impose civil penalties against a public employer that has a history of failing to comply with certain requirements under the public employee collective bargaining act. Requires the Employment Relations Board (ERB) to impose a civil penalty of not less than \$1,000 nor more than \$5,000, if ERB finds that the public employer named in an unfair labor practices complaint has violated, and employer has previously violated: 1) the requirement that public employer provide name and date of hire; contact information; and employment information about employee in appropriate bargaining within designated timelines; or 2) the right to receive full amount of remittance for deductions authorized by employees.

(DNP) Modifying Labor Dispute Resolution Procedures ([SB 310](#)) – Requires only one party to file a petition for a fact finder if the public employer is a public education employer. This bill was sponsored by former Senator Michael Dembrow and changes a long-standing provision in collective bargaining law that requires both sides to agree to the appointment of a factfinder when at an impasse. The bill was passed out of the Senate Education Committee, but no further action was taken by the Senate.

(DNP) Penalties for Noncompliance with Collective Bargaining Requirements ([SB 754](#))

– Permits a labor organization to file a civil action against a public employer for failing to timely provide the labor organization with certain information regarding public employees. This is the Senate version of HB 2944. It received a hearing but did not move out of the House Labor and Business Committee.

Corrections

(DNP) Eastern Oregon Adults in Custody University Degree Program ([HB 2405](#)) –

Appropriates moneys from the General Fund to the Higher Education Coordinating Commission for distribution to Eastern Oregon University to provide university degrees to adults in custody at some correctional facilities in eastern Oregon. OCCA did not take a position on the bill, which passed out of the House Committee on Higher Education and Workforce Development and was then referred to Ways and Means where it did not move forward.

(DNP) Adults in Custody Workforce Reentry Program ([HB 2972](#)) – Provides funding to the Employment Department for staffing workforce reentry programs for adults in custody. OCCA did not take a position on this legislation as it had no direct connection to colleges. The bill passed out of the Senate Committee on Education and was then referred to Ways and Means where it did not move forward.

CTE/STEM

(DNP) Higher Education Behavioral Health Workforce Expansion Fund ([HB 3129](#)) –

Establishes the Higher Education Behavioral Health Workforce Expansion Fund. Directs the Higher Education Coordinating Commission to distribute moneys from the fund to community colleges and public and private universities in Oregon for purposes of expanding the training, employment and retention of behavioral health professionals. This legislation was referred to Ways and Means where it did not move forward.

(DNP) Apprenticeship Associate Degrees ([HB 2539](#)) – Requires the Higher Education Coordinating Commission to develop a plan for enabling community colleges to offer an associate's degree completed in coordination with credits earned in an apprenticeship or training program. This legislation was referred to the House Committee on Higher Education and Workforce Development but did not receive a hearing.

(DNP) Education Service District Regional Career Centers ([HB 3552](#)) – Allows education service districts to establish regional career centers to provide career and technical education. The original version of this legislation included \$156.4 million for regional career centers led by Educational Service Districts (ESDs) to expand career and technical education opportunities across the state. The bill envisioned that ESD's would develop plans to deploy resources that could go to school districts, community colleges, local Workforce Investment Boards, city and county governments and businesses and industries within the ESD service district. The bill was ultimately amended to appropriate

\$3.6 million for a pilot career center. After passing the House Committee on Higher Education and Workforce Development, the bill was referred to the Ways and Means Committee where it did not receive a hearing.

Early Learning

(DNP) Early Childhood Education Workforce Development Fund ([HB 3011](#)) –

Establishes the Early Childhood Education Workforce Development Fund and appropriates moneys in the fund to the HECC to provide funding to community colleges and public universities in Oregon that offer on-the-job training for students enrolled in early child care and education or related degree or certificate programs. OCCA worked cooperatively with the public universities on this legislation, which, in its original version, provided \$20 million to the HECC to disburse between both sectors to expand Early Childhood Education Programs. The bill was later amended to lower the cost to \$5 million, and the House Committee on Higher Education and Workforce Development passed the bill, which was then referred to the Joint Committee on Ways and Means where it did not move forward.

Education Policy

(DNP) EOU Post-Secondary Education Pilot Program ([HB 2404](#)) – Requires the State Board of Education, in coordination with Eastern Oregon University, to establish a pilot program to provide resources and support for students to access post-secondary education opportunities. This bill, sponsored by Eastern Oregon legislators, had a public hearing but failed to pass out of committee. The bill received a public hearing, but not a vote, and remained in the House Higher Education Committee at the end of session.

Ethics

(P) Budget Adoption After Conflict of Interest ([SB 983](#)) – Permits local public officials to participate in discussion and debate and to vote on the adoption of a local budget that includes compensation for the public official or a relative of the public official after announcing an actual conflict of interest. SB 983 clarifies Oregon Ethics Law to allow board members to vote on financial conflicts of interest in college budgets involving their compensation or other financial benefits such as stipends.

Financial Aid

(DNP) Oregon Promise CTE ([HB 2553](#)) – Allows a person to continue to qualify for the Oregon Promise program if, after being awarded a grant, the person enters service with any career and technical student organization approved by the Department of Education before attending community college. This legislation was referred to the House Committee on Higher Education and Workforce Development but did not receive a hearing.

(DNP) Oregon Promise Qualifications ([HB 2550](#)) – Changes the requirements to qualify for the Oregon Promise program by removing the requirement that a person must receive

the person's highest level of education six months prior to enrolling in a community college, removing the requirement that a person must complete high school in this state, removing the requirement that a person must have earned a cumulative grade point average of 2.0 or better in high school and specifying that a person may qualify by enrolling in a program to earn an applied baccalaureate degree or a Bachelor of Science: Nursing degree. OCCA supported this legislation which received a hearing in the House Committee on Higher Education and Workforce Development but did not receive a vote.

(P) Oregon Opportunity Grant Shared Responsibility Model Removal ([HB 3025](#)) –

Removes the shared responsibility model by which a qualified student, the student's family, the federal government and the state share the cost of education for the student. The legislation removed language in statute related to the now-defunct Shared Responsibility Model (SRM) for the Oregon Opportunity Grant. The model looked at a variety of factors such as expected student contribution from employment, family contribution, federal aid, and others. The model has not been used since the Great Recession when Oregon Opportunity Grant awards were a flat rate for every student based on fiscal limitations. The grant has since moved away from flat awards, though not through the criteria of the SRM. This legislation faced no opposition and ultimately passed.

(DNP) Foster Child Tuition Waivers ([SB 738](#)) – Changes the age limit and the required period during which certain foster children who were in care to be eligible to receive tuition waivers. This legislation passed out of the Senate Committee on Education and was subsequently referred to Ways and Means where it did not move forward.

(DNP) Disabled Veterans Tuition Benefits ([SB 668](#)) – Expands tuition benefits available to disabled veterans to permit veterans who are Oregon residents and are 80 percent or more disabled, and the spouse and child of disabled veterans, to have tuition waived for enrollment in a vocational program or an associate degree, baccalaureate degree or master's degree program at community colleges, public universities and the Oregon Health and Science University. This legislation received a hearing in the Veterans, Emergency Management, Federal and World Affairs but did not move any further in the process.

Governance

(DNP) Revision to Community College Board Governance ([SB 478](#)) – Requires the boards to approve community college membership in a state or national association. Permits the board to provide stipends to members of the board. Requires the members of the board to have an official electronic mail address that is posted on the website maintained by the community college. Requires the board to include an additional voting member of the board who is a full-time student at the community college. Requires the board to report to the Legislative Assembly on the board's compliance with the Act. See summary above.

(P) Board Meeting Video Recording ([SB 1109](#)) – Requires community college boards to video record their meetings. SB 1109 clarifies the requirement that school boards,

educational service districts, community colleges, and public universities publicly post video recordings of board meetings, excluding executive session meetings, on their websites or social media sites such as YouTube. With the passage of this bill, the requirement applies only to meetings of the full board (not committees or subcommittees) and is retroactive. As a result of this change, only video recordings of full governing board meetings occurring after January 1, 2025, must be posted no later than 7 days after the meeting.

Health Care

(DNP) Study Bill: Nursing Educator Shortage ([HB 3902](#)) – Directs the Oregon State Board of Nursing to establish an advisory committee to first study the nursing educator shortage and make recommendations to address the issues identified by the committee, and then a second advisory committee to study nurse workforce recruitment and retention. The first advisory committee includes one community college faculty member on the advisory committee who is a member of a statewide union and one member who has background in academia related to nursing education. The bill moved out of the Joint Capital Construction subcommittee at the end of session but was not considered by the full Ways and Means Committee before adjournment.

K-12

(DNP) School Business Professionals Professional Development ([HB 2673](#)) – Appropriates moneys to the Department of Education for a statewide education program for school business professionals. HB 2673 appropriates \$800,000 to the Oregon Department of Education to distribute to the Oregon Association of School Business Officials to develop an education program to provide training and professional development to school business officers and administrators.

Operations

(DNP) Nursing Student-to-Faculty Ratio ([HB 3220](#)) – Directs the Oregon State Board of Nursing to adopt rules to require a certain student-to-faculty ratio in the clinical component of nursing education programs. Originally, this legislation required the board of nursing to adopt a rule requiring 10 students to each nursing clinical site. Many colleges raised concerns that this would not be possible in most clinical sites so OCCA worked with sponsors to get an amendment making the bill permissive so clinical sites could go up to 12 students in certain settings if the college and clinical site could accommodate it. OCCA testified to the colleges' concerns with the original language. After the initial public hearing, the bill did not receive a work session and remained in the House Higher Education and Workforce Development Committee at the end of the session.

(DNP) Full-Time Instructor Credit Hours ([HB 2841](#)) – Requires each community college and public university to have at least 65 percent of the total number of credit hours offered to be taught by full-time employees of the college or university during the 2026-27

academic year and at least 75 percent of the total number of credit hours offered to be taught by full-time employees every academic year thereafter. OCCA opposed this legislation. The bill did not receive a hearing and remained in the House Higher Education Committee at the end of session.

(DNP) Authorizes Intergovernmental Investment Pools ([HB 2515](#)) – Authorizes public bodies to enter into an intergovernmental agreement to pool bond proceeds or other funds into commonly managed investments without the oversight of the State Treasurer and the Oregon Investment Council. This bill would provide another tool for school districts, education services districts, community colleges, and other local government bodies to pool investments. The bill was heard in the House Revenue Committee and did not move forward.

(P) School Integrated Pest Management ([HB 2684](#)) – Requires that a school integrated pest management plan be reviewed at least once every five years and made available to the public on a website. HB 2684 also adds a requirement for boards to make their adopted low-impact pesticides list available on their website. Community colleges are included in the definition of governing bodies subject to these requirements under the original legislation passed in 2009.

(P) HECC Omnibus Bill ([HB 3026](#)) – Directs the Higher Education Coordinating Commission, in consultation with community colleges and public universities, to study reporting requirements affecting public institutions of higher education. This bill also establishes an exception to the requirement that all subcommittees of the Transfer Council consist of equal numbers of faculty from public universities and community colleges. Lastly, this bill exempts meetings of certain subcommittees of the council from public meeting laws.

This legislation was a placeholder bill for higher education legislation in the House Committee on Higher Education Workforce Development. Among other things, this legislation directs the HECC to study the reporting requirements placed upon community colleges and public universities and to make recommendations to the legislature on improving, consolidating or eliminating reporting requirements.

(P) Reducing Age Discrimination in Employment ([HB 3187](#)) – Makes it an unlawful employment practice for an employer to require or request disclosure of certain information regarding age and attendance or graduation dates except when this information is required to affirm occupational qualifications or comply with local, state, or federal laws and regulations.

(DNP) Cybersecurity Insurance Coverage Assessment ([HB 3228](#)) – Directs the Oregon Cybersecurity Advisory Council to conduct assessments to address the reasons why public bodies in this state are unable to meet cybersecurity insurance coverage requirements. Establishes, but does not fund, the Oregon Cybersecurity Resilience Fund to help public bodies meet cybersecurity insurance coverage requirements, providing training, and preparing and responding to cyber-attacks.

(DNP) Executive Session Written Grievance Extension ([HB 3638](#)) – Extends the time a person may file a written grievance that a governing body acted in violation of the rules and requirements for executive sessions to one year. This bill passed the House and was then referred to the Senate Committee on Rules where it received public hearing.

(DNP) Public Comment Requirements ([HB 3883](#)) – Requires public meetings to include time for public comments at the start of each public meeting. HB 3883 was heard in the House Rules Committee and did not move forward. OCCA worked with other local government partners to provide feedback on potential amendments.

(DNP) Defining Work Sessions ([HB 3887](#)) – Defines a “work session” for purposes of public meetings. HB 3887 was heard in the House Rules Committee and did not move forward because the bill’s sponsor intended to use HB 3883 as the primary vehicle for amendments.

(DNP) Low-Impact Pesticides ([HB 3915](#)) – Directs the State Department of Agriculture to develop and maintain a model list of low-impact pesticides for use with school integrated pest management plans. This bill was referred to the House Committee on Education and was not heard.

(DNP) OGEK Investigations Regarding Quorum ([HB 3945](#)) – Limits duties of the Oregon Government Ethics Commission in conducting investigations, making findings and imposing penalties regarding violations of quorum requirements in public meetings law to intentional violations. This bill was referred to the House Rules Committee and was not heard.

(P) Landowner Immunity Law Changes ([SB 179](#)) – Makes permanent the temporary changes made to the landowner immunity laws by chapter 64, Oregon Laws 2024. SB 179 protects landowners from liability for recreational use of property, including both unimproved and improved trails.

(DNP) Federal Requests Regarding Immigration Status ([SB 1185](#)) – Directs the Department of Justice to dedicate an attorney and an investigator for issues related to federal requests for information about immigrant status. This bill was referred to the Senate Judiciary Committee and was not heard.

PERS

(P) Use of Overtime Hours in Average Salary Calculation ([HB 2728](#)) – Directs the Public Employees Retirement System to include information about the use of overtime hours in calculating the final average salary of a member of the system who is retiring. HB 2728 requires PERS to add the number of overtime hours on Notice of Entitlement statements issued to retiring members.

(DNP) Retirement Health Insurance Account Subsidy Increase ([SB 847](#)) – Increases the Retirement Health Insurance Account subsidy under the Public Employees Retirement System (PERS). This bill would increase the premium subsidy amount for retirees

participating in PERS Retiree Health programs. This would impact PERS rates. The bill was re-referred to the House Labor and Workplace Standards Committee from the House Floor.

Personnel

(DNP) Nursing Faculty Compensation ([HB 2699](#)) – Requires the Higher Education Coordinating Commission to study nurse faculty compensation. This bill would require HECC to report to the Legislature about how Oregon nurse faculty compensation compares with other states, as well as the impact of compensation on recruitment and retention of nursing faculty. The bill did not receive a hearing and remained in the House Higher Education Committee at the end of session.

(DNP) Faculty Personnel Records ([HB 2891](#)) – Restricts the number of personnel records concerning faculty members that a community college may maintain. HB 2891 would set requirements around faculty personnel records, provide faculty rights to respond to information in their personnel records, and limit colleges in the use of records in a faculty member's personnel records. The bill did not receive a hearing and remained in the House Higher Education Committee at the end of session.

(DNP) Part-Time Faculty Health Care Benefits ([SB 309](#)) – Requires the Higher Education Coordinating Commission to study health care benefits for part-time faculty members at post-secondary institutions of education. This bill was introduced as a placeholder bill for changes that might be needed to existing law providing health care benefits for part-time faculty members. The bill did not receive a hearing and remained in the Senate Education committee at the end of session.

(DNP) Part-Time Faculty Pay ([HB 2669](#)) – Requires community colleges to pay part-time faculty at the same rate, on a per-hour basis, as the community college pays equally experienced full-time faculty to prepare for and teach a course who teach comparable courses. OCCA opposed this legislation because it would likely leave many colleges unable to hire, and in many cases, reduce the number of part-time faculty. Part-time faculty are critical, especially in times of growing enrollment when classes may need to be added at the last minute. OCCA testified in opposition to the legislation. Ultimately HB 2669 was amended to require part-time faculty receive 85 percent of full-time pay for duties related to instruction. The House Higher Education and Workforce committee passed the bill on a party-line vote, which was then referred to the Joint Committee on Ways and Means where it did not move forward.

(DNP) Study Bill: Part-time Faculty Healthcare Benefits ([HB 3607](#)) – Requires the HECC to study health care benefits for part-time faculty at public universities and community colleges in this state. This was introduced as a placeholder bill and was not used. The bill did not move out of the House Higher Education Committee.

(P) Unemployment Insurance During an Active Labor Dispute ([SB 916](#)) – Provides that an individual otherwise eligible for unemployment insurance benefits is not disqualified for

any week that the individual's unemployment is due to a labor dispute in active progress at the individual's place of employment. SB 916 allows striking workers to apply for unemployment after the first week of a strike. It requires the repayment of benefits received if the individual receives back pay from their employer to resolve a strike. OCCA joined other local governments in opposing this bill. After the Senate refused to concur in the House amendments, the bill was sent to a conference committee where it was amended, and the benefit eligibility limit was capped at a maximum of 10 weeks instead of 26 weeks. The bill was repassed by the Senate and House and is expected to be signed by the Governor.

Public Contracting

(DNP) Qualifying Agencies for Apprenticeship Programs ([HB 3881](#)) – Adds school districts to the definition of “qualifying agency” for the purpose of applying apprenticeship requirements in connection with constructing public improvement projects. Community colleges and public universities were added to the definition of qualifying agencies in legislation passed in 2023. HB 3881 subjects school districts to these requirements.

Public Universities

(DNP) Study Bill: Public University Reporting Requirements ([HB 2458](#)) – Requires the HECC to conduct a study on reporting requirements placed on public universities in this state. This legislation would require the HECC to study reporting requirements placed on public universities by the legislature. Both the HECC and OCCA suggested to legislators that the commission look more broadly at reporting requirements placed on public higher education programs including community colleges. While HB 2458 did receive a work session to move forward in the process, language directing the HECC to study reporting requirements placed on community colleges and universities was amended in HB 3026.

(DNP) Faculty Qualification Standards at Public Universities ([SB 5](#)) – Requires the governing board of each public university in this state to adopt a personnel policy that includes institutional standards for faculty qualifications. This bill was developed without consultation with OCCA and was dropped by the sponsor when it was clear HECC would make the needed changes via OAR updates.

Student Success

(DNP) Open Educational Resources Funding ([HB 3183](#)) – Appropriates moneys to the Higher Education Coordinating Commission for purposes of the Open Educational Resources Program. This bill was part of the student basic needs package with HB 3182. The bill was referred to the Ways and Means Committee where, despite lobbying efforts by students and advocates, it did not move forward.

(DNP) Task Force on Adult Reconnect ([HB 3892](#)) – Establishes the Task Force on Community College Adult Reconnect. Directs the task force to study and make recommendations related to assisting adult learners to overcome barriers to earning a degree or credential. This bill, sponsored by Rep. Ricki Ruiz, was a priority for the OCCA board. The bill did not receive a hearing and remained in the House Higher Education and Workforce Development Committee at the end of the session.

(DNP) Student Basic Needs Funding ([HB 3182](#)) – Directs the Higher Education Coordinating Commission to administer a grant program to fund basic needs programming. This is the companion bill to HB 3183 which sought funding to support benefits navigators and other student basic needs. The bill was referred to the Ways and Means Committee where, despite lobbying efforts by students and advocates, it did not move forward. However, funding for benefits navigators was restored to the primary HECC Budget (HB 5525).

(DNP) Adult Reconnect Grant ([HB 2686](#)) – Provides funding to the HECC for the purpose of providing a grant to an organization that manages a statewide strategy to re-enroll residents of this state into certain programs. The bill passed out of committee but did not move forward in the Ways and Means Committee. Although the bill did not pass, it was an opportunity to advance the concept of Adult Reconnect—an initiative OCCA plans to build upon in future legislative sessions.

(DNP) High School Communications Dual Credit ([SB 786](#)) – Requires a public institution of higher education to award academic credit when an enrolled student completed a high school class or participated in a high school program that offered learning and experiences comparable to an introductory communications, public speaking or argumentation course offered at the institution. We have seen similar bills introduced in previous sessions and have worked closely with public universities to underscore that the authority to award academic credit should fall within the purview of each institution—not the Legislature.

Workforce

(DNP) Behavioral Health Scholarship Program ([SB 142](#)) – Directs the HECC to award scholarships to certain individuals enrolled in behavioral health care programs. This legislation would have provided \$25.7 million in aid for students in behavioral health programs at community colleges, public universities, and OHSU. OCCA supported this legislation in cooperation with the public universities, and the bill passed out of the Senate Committee on Early Childhood and Behavioral Health, and was then referred to the Ways and Means Committee where it did not receive a hearing.

Questions

Please contact OCCA Deputy Director John Wykoff (jwykoff@occa17.com, 503-399-9912) if you have any questions about the 2025 Legislative Session or any bills OCCA tracked.

Implementation Report – Coming Late July 2025!

After the adjournment of the 2025 Legislative Session, OCCA staff will analyze the impact of bills affecting community colleges that made it through the legislative process. OCCA will publish the biennial Implementation Report in late July. This will include effective dates for new bills and actions that colleges and boards may need to take in response to these new laws.