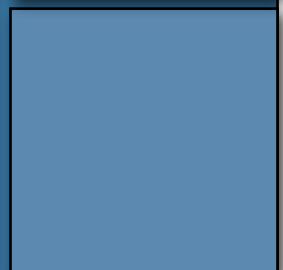
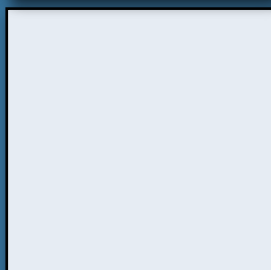
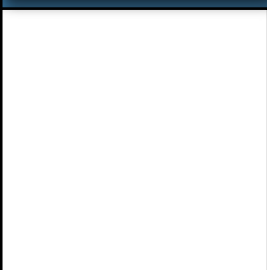
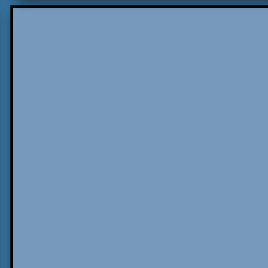
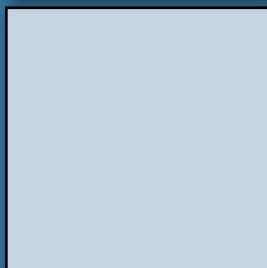
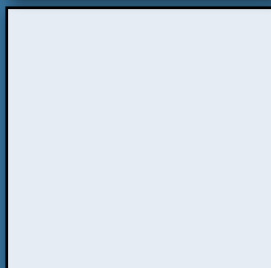
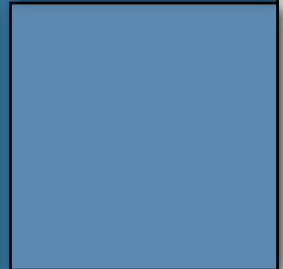
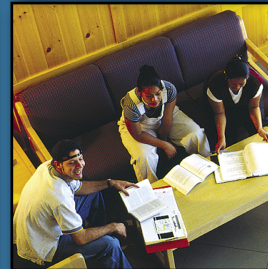
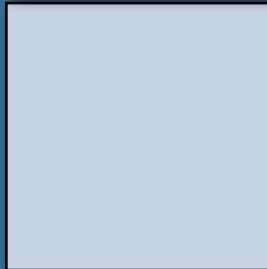
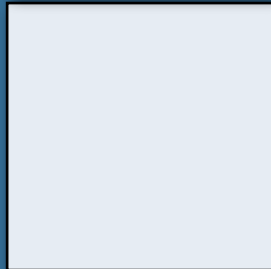
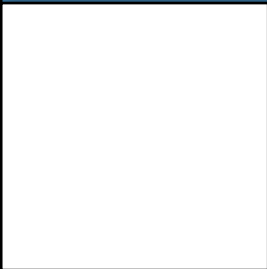
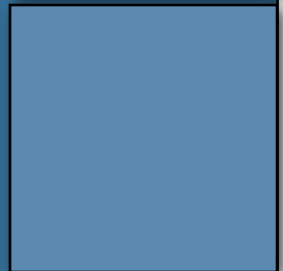
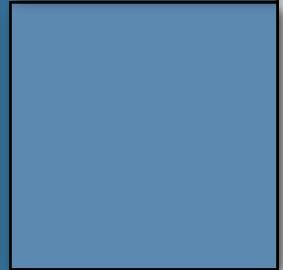
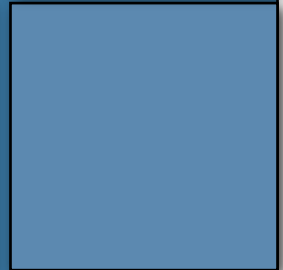


Investing in Oregon's Future: Providing Greater Access to Postsecondary Education for More Oregonians



Progress Report of the Excellence in Delivery
and Productivity Working Group

September 2005



Excellence in Delivery and Productivity Working Group

WORKING GROUP CHARGE

To identify and develop policies and program changes resulting in opportunities for:

- More Oregonians to receive an undergraduate degree
- Improved graduation rates for undergraduates at Oregon University System (OUS) institutions
- Faster time-to-degree for students in public colleges and universities
- Better delivery of academic programs to all students
- Increased participation and college completion of students from traditionally under-represented and under-served populations and communities.

WORKING GROUP GOALS (2004-05)

- Increased and efficient opportunities for students to take courses from Oregon community colleges that apply towards an OUS degree
- Increased use of technology to increase efficiency and empower more students to prepare for and graduate from an OUS institution
- Improved retention rates of community college and OUS students
- Increased opportunities for students to earn college credits while in high school including the use of College Credit Now, Advanced Placement[®], and on-line courses
- Increased capacity of community colleges and OUS to provide high-quality educational opportunities to more students in a timely manner
- Additional financial aid to support the successful transition of students from community college to OUS
- Review of current policies and practices that may impede successful and timely college graduation
- Scaling up of existing statewide college preparatory and access programs such as Advanced Placement[®], College Credit Now, and GEAR UP.

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EXECUTIVE SUMMARY

The Excellence in Delivery and Productivity (EDP) Working Group, comprised of members from the State Board of Higher Education, community colleges, and the business community, came together to address education concerns affecting the entire state. The working group's first meeting was held February 19, 2004. It was determined that all initiatives discussed in the EDP working group must have "face value" relating to its charge, measurable results, and a statewide impact.

By March of 2004, seven topic areas that had the potential for the greatest impact on all of Oregon were defined, and goals for each topic were established. Subcommittees for each topic area were created with members from all three sectors of education. The OUS Provosts' Council plays a lead role in the EDP work, as does the community college Council of Instructional Administrators (CIA), the Council of Student Services Administrators (CSSA), and the Interinstitutional Faculty Senate (IFS). Following is the progress in each topic area as of August 2005.

1. Student Data Transfer and Online Course Audit

K-20 Data Transfer Process

The K-20 Integrated Data Transfer Process will facilitate the electronic transmission of student transcripts among high schools, community colleges, and OUS. The process will also support increased accountability through longitudinal tracking of student educational progress.

Progress

The working group advocated for and received funding in the amount of \$2.08 million for the data process in the OUS 2005-07 legislatively approved budget. A prototype has been developed. The pilot program began in early 2005. Work continues toward refining and preparing the system statewide.

Online Course Audit, ATLAS

A web-based statewide course articulation system will enable students to better plan their academic pathways to a degree. ATLAS will allow students to view the best match between their own course work and any degree/major program in Oregon.

Progress

Development has been initiated. All community colleges and OUS institutions continue to work towards coding their degree programs and articulation agreements to work with the software once it is installed. Some community colleges have significant system upgrade needs. Portland State University currently uses the system.

2. Transfer Module and Student Competencies

Oregon Transfer Module

The Transfer Module is an approved subset of the lower division general education courses that are transferable between and among all public postsecondary institutions in Oregon. It represents the first year of a bachelor's degree.

Progress

The Oregon Transfer Module (OTM) was approved by the Oregon Joint Boards of Education and ready for implementation statewide in fall 2005. Senate Bill 342 stipulates that Oregon community colleges and OUS institutions collaborate on a number of student transfer issues.

3. Articulation of Majors and Dual Enrollment

Articulation of Majors

An articulated major allows a student to begin a degree program at a community college and know precisely what courses are needed at the community college level to align with an OUS institution. This subcommittee seeks to align articulation agreements, particularly for majors that see the most transfer activity between institutions.

Progress

The EDP working group identified existing articulation agreements, and all campuses received a list of majors at their campus with high transfer activity. Articulation agreements are being developed in majors with the highest student transfer activity.

Dual Enrollments

Dual enrollment agreements are formal agreements between a community college and an Oregon University System campus that allow a student to be formally enrolled at both institutions simultaneously. This subcommittee is working towards expanding the geographic availability of dual enrollment offerings.

Progress

A draft version of the framework for dual enrollment agreements was developed. New dual-enrollment programs have been implemented, and dual-enrollment participation is growing at a rapid pace. Several dual-enrollment agreements are in development.

EXECUTIVE SUMMARY

4. Online Delivery

By taking courses using a computer, students can participate and learn without needing to set foot on a campus. This process increases access for students who otherwise would have difficulty attending college because of distance or time constraints. This subcommittee is working to identify new online courses that could more effectively address student needs.

Progress

The usage of online delivery in the Oregon University System continues to grow. Work continues on identifying gaps of core courses or programs that could be available online to better address student needs.

5. Capacity Courses

Capacity courses at community college or OUS institutions are those which students are unable to take because student demand exceeds campus capacity to offer enough course sections. These courses are often required as prerequisites for advanced coursework or graduation. This subcommittee is working towards solutions in today's economic environment.

Progress

In October 2004, information on bottleneck courses was shared. The group determined that, in the present environment, funding a bottleneck course often results in the creation of another bottleneck at the next step in the degree program. Community colleges and OUS have different "capacity" course issues. All campuses work diligently to shift resources to minimize bottleneck courses. The group continues to study possible solutions while observing that the most effective solution is increased enrollment funding.

6. Acceleration for High School Students

Accelerated College Credit Programs are offered through high schools to enable students to obtain credit for high school and college at the same time. This subcommittee is seeking ways to increase availability and affordability of these courses statewide.

Progress

The Working Group has collaborated with legislators and others to further Senate Bill 300, legislation passed in the 2005-2007 session that creates an "Expanded Options Program." The program increases awareness and availability of Accelerated College Credit Programs to more high school students. Governor Kulongoski signed this bill into law on July 24, 2005. Awarding of college credits for Advanced Placement[®] exam scores will be reviewed for consistency and fairness.

7. Student Retention and Success

The retention subcommittee is identifying gaps and providing recommendations on improving student retention in Oregon's Community Colleges and the Oregon University System.

Progress

A list of best practices in retention has been created. A federal earmark for a Student Success Center to pursue and maintain student best practices has been submitted to the U.S. Congress. In addition, an analytical model has been created that will allow community colleges and the Oregon University System to coordinate the identification of student success characteristics through a shared research agenda.

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."

- John F. Kennedy

LETTER FROM THE GOVERNOR

As Governor, one of the most important responsibilities I have is to plan and invest for the future success of our state. Education is the single most important investment that our society can make to build a strong and sustainable future. I have made a quality education for all Oregonians a priority.

In 2004, I charged the Oregon State Board of Higher Education to work collaboratively with the state's community colleges and K-12 to build an educational platform that would lift all students from all communities and all economic backgrounds to higher levels of learning and success. The significant effort of the Board's Excellence in Delivery and Productivity Working Group is an example of how Oregonians can collaborate to create additional policies and services that benefit the entire state. The group's focus on serving students first has resulted in a wonderful combination of new opportunities and reduced barriers that will benefit students and the state.



Ted Kulongoski
Governor of Oregon

Addressing college access and success across a continuum from middle school to a bachelor's degree is a comprehensive and effective approach. The state's community colleges and universities have created a model of collaboration and innovation that is inspiring. They have worked to increase student preparation for college, devised practical ways to use technology to improve current practices, created stronger and more useful pathways from community colleges to universities and devised new ways to increase student retention to improve degree attainment.

The success of this Working Group is the result of many educators and leaders uniting around an important goal: to do what is best for students. This is part of the state's investment in our future and a wonderful start to a comprehensive and sustained effort that will build a stronger economy, improve the quality of life for all Oregonians, and reduce our state's need for social services and support. I applaud the Working Group's dedication and progress.

A handwritten signature in black ink that reads "Theodore R. Kulongoski". The signature is written in a cursive, flowing style.

THEODORE R. KULONGOSKI
Governor

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THE IMPORTANCE OF EDUCATION

Postsecondary education is an investment that results in lifetime dividends for students and the state as a whole. The state supplies considerable financial contributions to the education of each individual in a public institution. Why is it imperative that a state invests in higher education? How does a postsecondary education benefit the society at large? Following is a list of accepted benefits resulting from an educated individual and public.

Public Economic Benefits from an Educated Public

- Increased Tax Revenues
- Greater Productivity
- Increased Consumption
- Increased Workforce Flexibility
- Decreased Reliance on Government Financial Support

The greatest measurable return to the state from an educated individual is the increased revenue from taxes. In addition, higher income results in the purchase of a greater quantity of goods, providing a greater impact to the general economy.

Targeting first-generation and low-income students for a postsecondary education has a positive impact on the economy as well. An education provides those individuals with the tools to succeed, resulting in higher employment, and less dependence on public services.

Individual Economic Benefits from Earning a Degree

- Higher Salaries
- Better Benefits
- Higher Rates of Employment
- Higher Savings Levels
- Improved Working Conditions
- Personal/Professional Mobility

A degree is becoming exceedingly more important than work experience in many fields. Most high-growth, high pay fields require at least a four-year degree. Employers consider education as a leading factor when hiring, determining salaries, choosing who to promote, and who to keep at the company during a period of downsizing.

Public Social Benefits from an Educated Public

- Reduced Crime Rates
- Increased Charitable Giving / Community Service
- Increased Quality of Civic Life
- Social Cohesion / Appreciation of Diversity
- Improved Ability to Adapt to and Use Technology

Studies show that a degree holder is generally more committed to the community, both in civic engagement and volunteering. A higher education positively affects newspaper readership, voter participation, and group memberships.

Individual Social Benefits from Earning a Degree

- Improved Health/Life Expectancy
- Improved Quality of Life for Children
- Better Consumer Decision Making
- Increased Personal Status
- More Hobbies, Leisure Activities

Degree holders enjoy better fringe benefits, longer vacation time, and better health care for their families. People who graduate from college are also in a position to enjoy greater social status, in part a result of greater economic status.

THE STATUS OF EDUCATION IN OREGON

Oregon High School class of 2003

Surveyed as Juniors¹

- 85% expected to go to college straight out of high school.
- 11.5% were somewhat or very likely to enroll in college within two years of graduating.

Surveyed after graduation²

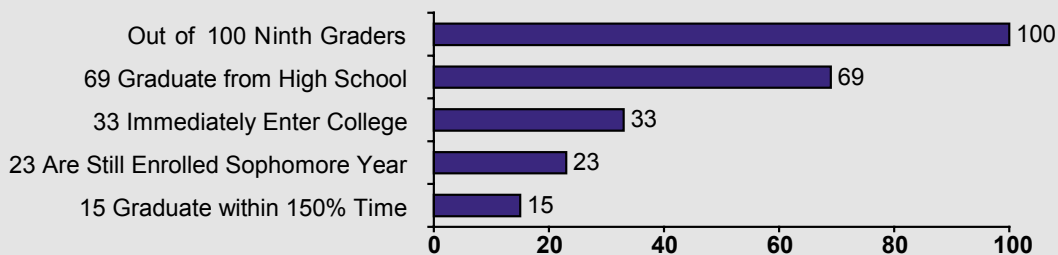
- 73.7% enrolled in college straight out of high school.
- 9.6% would probably or definitely enroll in college at a later date.

Top Growth Occupations in Oregon Requiring a Minimum of a Bachelor's Degree, 2002-2012

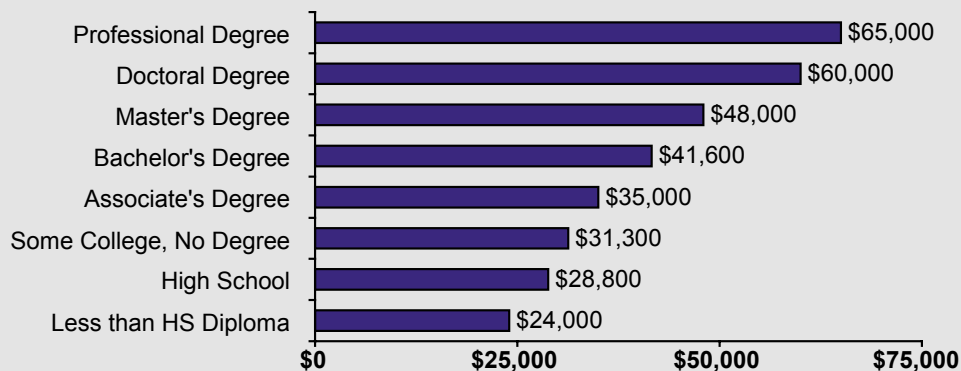
	Net Growth	% Growth
General and Operational Managers	2,916	15.1%
Business Operations Specialists	1,713	13.2%
Accountants and Auditors	1,676	15.8%
Education, Training, and Library	1,454	10.7%
Elementary School Teachers	1,296	8.0%
Computer Software Engineers	1,192	19.3%
Managers, All others	1,114	11.4%
Secondary School Teachers	853	7.8%
Financial Managers	731	15.1%
Clergy	684	16.3%

Nearly 90% of college students in Oregon attend public colleges or universities.⁴ 25.9% of adults in Oregon have at least a bachelor's degree.⁵ The national average is 27.7%.

The Education Pipeline in Oregon⁶: Chance for Education per 100 Ninth Graders, 2002



Median Annual Earnings in Oregon by Education Level,⁷ 2000



Sources: 1. OUS Institutional Research, Entering Freshman Profile, Class of 2003
 2. OUS survey, Where Have Oregon's Graduates Gone, Class of 2003
 3. Oregon Employment Department
 4. Integrated Postsecondary Education Data System (IPEDS), Spring 2002
 5. U.S. Census Bureau, Current Population Survey 2004
 6. National Center for Public Policy and Higher Education
 7. U.S. Census Bureau, Oregon Profile, 2000

STUDENT DATA TRANSFER AND ONLINE COURSE AUDIT

Articulated Transfer Linked Audit System (ATLAS)

Oregon ATLAS is potentially a powerful internet student advising tool that would remove the data boundary that can lock a student to a single postsecondary campus. It eliminates the frustration many transfer students experience as they try to determine what courses count towards a degree at different institutions. ATLAS, if funded, will allow students to:

- instantly find equivalent courses anywhere in Oregon
- view the best match between their own course work and any degree/major program in Oregon
- identify the next courses to take to progress toward those degrees

ATLAS Facts
<ul style="list-style-type: none"> • Uses existing and proven software • Will work at all community colleges and OUS institutions • Highly flexible • Already operational at PSU • Can be linked to colleges and universities in other participating states such as Arizona and Colorado

Instant Results

ATLAS is web-based, so anytime, anywhere, the system will be able to take a student's course work and assess how each course fits in to any degree program at any public campus in the state.

Seamless Transfer

ATLAS automation prevents costly advising errors and ensures that student are well aware of their educational standing and what will be required of them to complete their degree after they transfer institutions.

No Barriers between Oregon Institutions

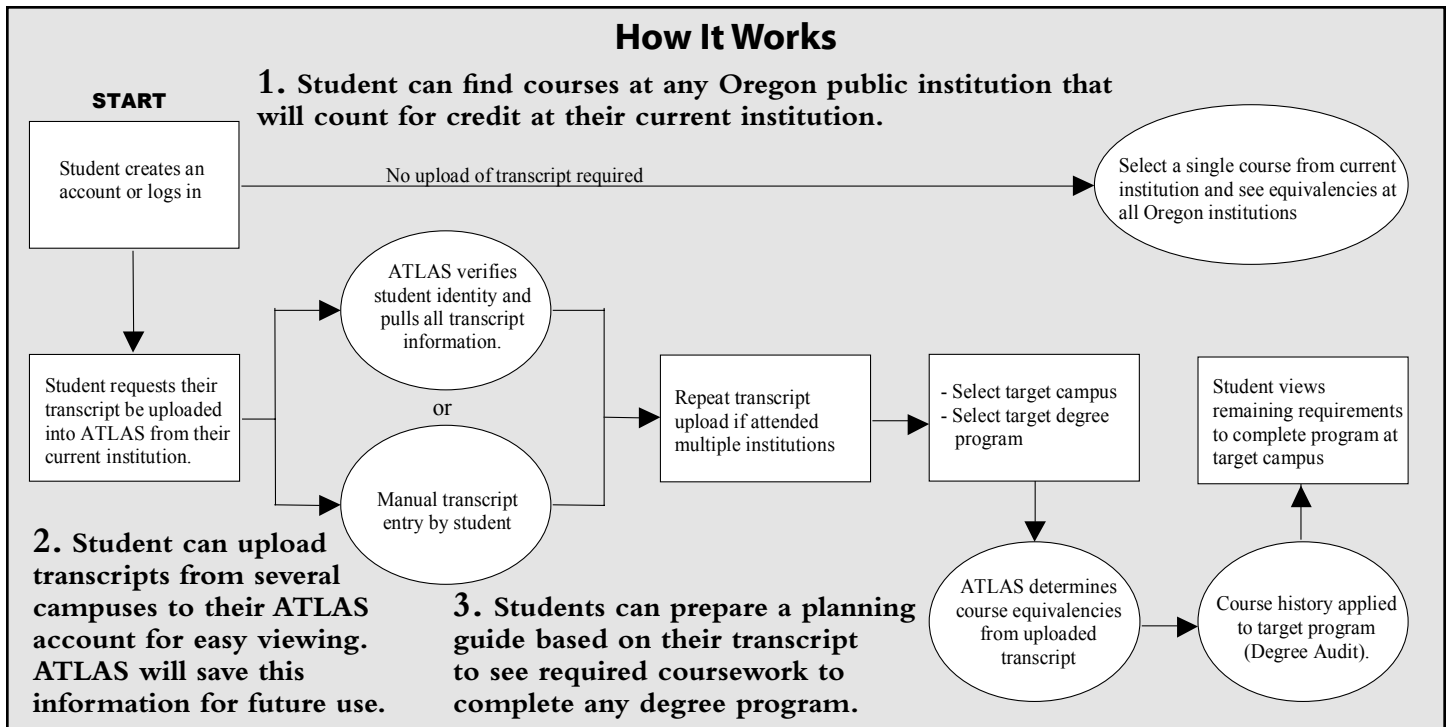
ATLAS determines the equivalent courses at each institution, including 2-year and 4-year campuses. All Oregon public institutions will be included in the network.

It works for any degree program

ATLAS knows what courses are required for all degree programs, even those at another campus.

Flexible, accessible, and free for students

Any current or prospective college student can use ATLAS at no cost to explore multiple course and degree options in order to create the best pathway to a degree.



TRANSFER MODULE AND STUDENT COMPETENCIES

The Oregon Transfer Module (OTM)

The Oregon Transfer Module (OTM) is a subset of the lower-division general education courses that are transferable between and among all public post-secondary institutions in Oregon. It is designed to ensure that the needs of students statewide are met without unnecessary duplication of courses. The module represents approximately half (45 credits) of an associate degree, or the first year of a baccalaureate degree.

The OTM was approved by the Joint Boards of Education at their February 3, 2005 meeting. It is in place on campus web pages and most general catalogs at OUS and Oregon community college institutions for the 2005-06 academic year. Oregon independent colleges and universities are invited to offer and accept the OTM as well.

The Courses

The OTM 45-unit sub-set of courses represents a body of foundational courses that are common among Oregon's colleges and universities. Courses are selected from an approved list of 100- and 200- level general education requirements determined by each Oregon community college, Oregon University System institution, or participating Oregon independent college or university.

The OTM is not a standard set of courses for all Oregon colleges. It preserves the uniqueness of each university's requirements while assuring students that their first year of lower division general education courses will fully transfer to another institution. The intent is to help students acquire foundational learning experiences that meet first-year general education requirements. The OTM is modeled after the established two-year Associate of Arts Oregon Transfer Degree (AAOT).

Oregon Transfer Module Work to Date

February 2004

The EDP Working Group begins discussion on the creation of a common core of general education courses (what will ultimately become the Transfer Module).

September/October 2004

Interinstitutional Faculty Senate president visits campuses statewide to discuss a statewide Transfer Module.

November 19, 2004

The EDP Working Group approves the Oregon Transfer Module at their General Education summit.

February 3, 2005

The Joint Boards of Education approves the Oregon Transfer Module in their regular meeting.

July 25, 2005

The Joint Boards Articulation Commission (JBAC) hosts a Transfer Module Summit to discuss implementation issues.

Fall 2005

Statewide implementation of OTM begins.



Shalonda McGhee

Plans to transfer from PCC to PSU

Shalonda McGhee, a 28 year old Portland Community College-Cascades campus student, works full time swing shift as a caregiver and medication aid while pursuing her studies to become a teacher. Starting at PCC 4 years ago, Shalonda continually juggles work and school commitments, and says, "I'm finding ways every day."

She is now in the Portland Teacher's Program, a collaborative program between Portland State University (PSU), Portland Public Schools, and PCC, aimed at preparing minority teachers for Portland classrooms. The program has helped her tremendously with advising, guidance, and making her a part of an educational community.

While excited about transferring to PSU next fall, Shalonda is nervous about the cost and the large size of PSU, and about leaving the familiarity of PCC. With one more year of PCC coursework to go, she is finding ways to manage her increasingly demanding studies. On top her full-time job, she works an additional part time job in the summer to save money so that, during fall term, she can afford to work less and study more.

TRANSFER MODULE AND STUDENT COMPETENCIES

Oregon Transfer Module Guidelines

A minimum of 45 credits is required for the module, and these credits must conform to the general education and distribution requirements listed below. All courses must have a grade of C- or better. All courses must be worth at least 3 quarter credits. Student must have a minimum GPA of 2.0.

General Requirements

Writing: Two courses of college-level composition.

Oral Communication: One course of fundamentals of speech or communication.

Mathematics: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite.

Distribution Requirements

Arts and Letters: Three Courses.

Social Sciences: Three Courses.

Science/Math/Computer Science: Three courses, including at least one biological science with a lab.

Electives

As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

Moving Forward

Update the AA/OT degree

JBAC is initiating discussions regarding restructuring the AAOT 2-year degree to increase alignment between institutions. Goals include:

- In depth review of the AAOT and revision of AAOT courses as appropriate
- Clarification of the relationship between the AAOT and the Oregon Transfer Module
- Discussion of the knowledge and skills expected from the AAOT
- Inclusion of all campuses in this alignment of work

Work on student competencies

Student competencies are the skills and knowledge a student is expected to have upon completing a course or a degree, also known as student outcomes. The goal is to have similar outcomes from courses at different campuses regardless of their geographic location. This makes transfer of the course credit easier for students.

Oregon Transfer Module Benefits to Students

- Improved **efficiency in credit transfer** between post-secondary education institutions
- **Faster completion of degree** as all credits “count” and are transferable. High school students who take OTM approved coursework can get an effective early start on their college degree
- **Tuition savings** realized by maximizing the credits earned in courses and not having to re-take courses at multiple postsecondary institutions
- **Advanced advising** tool allowing students to effectively select lower division general education courses
- An **organized framework** for students who have not determined their academic majors or who change majors early in their college careers. Provides clear milestones that students can accomplish to serve their future goals
- Supportive of students who transfer early to a four-year institution with out first completing a two-year degree at an Oregon community college by allowing for **seamless transfer of students’ first year of general education course work**.

Senate Bill 342

Passed in the 2005-07 legislative session, Senate Bill 342 stipulates that Oregon community colleges and OUS institutions collaborate on a number of student transfer issues such as:

- ATLAS (statewide course articulation system)
- lower division general education courses
- review of the AAOT
- development of an outcomes-based articulation and transfer process
- seamless transfer of credit
- uniform standards for awarding Advanced Placement[®] credits
- more opportunities to earn college credits while in high school.

ARTICULATION OF MAJORS AND DUAL ENROLLMENT

Articulation of Majors

An articulated major is a student-focused advising tool. It allows a student to begin a degree program at a community college and know precisely what courses are needed at the Community College level to align with the 4-year degree program at an OUS institution. It provides a straight line for a student to follow from community college to OUS campus to degree.

An articulation agreement is generally created to support a single major, and multiple articulation agreements may exist between two campuses.

Benefits of articulated majors:

- Is student-centered versus institution-centered
- Allows the student to begin a 4-year major program at a community college
- Taking courses at the community college saves on the cost of tuition
- Provides a defined framework of courses
- Provides advanced advising tool

In November 2004, the community college Council of Instructional Administrators (CIA) and the OUS Provosts' Council were presented with campus-specific lists showing which majors drew the most transfer activity from community colleges to OUS campuses. Future articulation agreements will focus on those majors with the most transfer activity between institutions.

Subcommittee Goals (2004-05)

- Update the articulation matrix that was completed in February 2004
- Compare the articulation matrix with information on where students are going for which major, and identify gaps where articulation agreements are needed to better serve students
- Share the analysis with Provosts' Council and CIA, and obtain commitment to have articulation agreements for all medium-to-high areas of transfer
- Have new articulation agreements in place for 2005-06
- Develop Dual Enrollment framework with attention paid to comprehensive geographic coverage and high student transfer majors
- Develop statewide culture of consultation among campuses and sectors regarding articulation of majors and dual enrollment

Dual Enrollment

College to University Dual Enrollment agreements are student-focused arrangements that enable college students to be formally enrolled at both a community college and an Oregon University System campus at the same time. This process allows the student to take upper division courses at the OUS campus while completing community college courses during the same quarter.

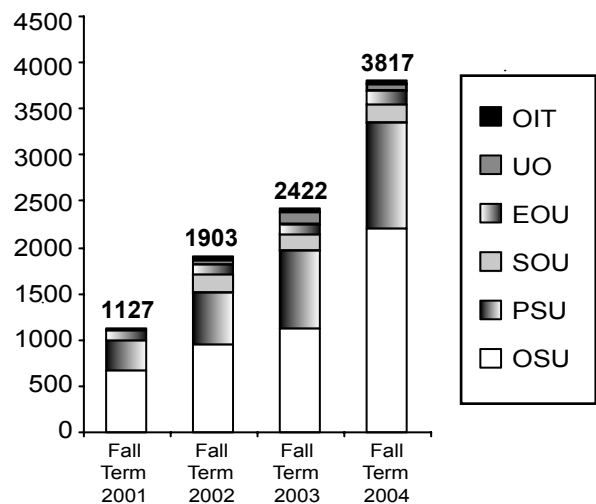
Linn Benton Community College and Oregon State University started the initial dual-enrollment agreement in fall 1998. Since that time twenty-four agreements have been established serving nearly 4,000 students in fall term 2004.

Attributes of postsecondary dual enrollment agreements:

- Student-centered
- Tuition savings for students
- Single application for admissions
- Financial aid administered by one campus
- Single registration for courses
- Coordinated academic advising
- Access to many campus services such as library and recreation center

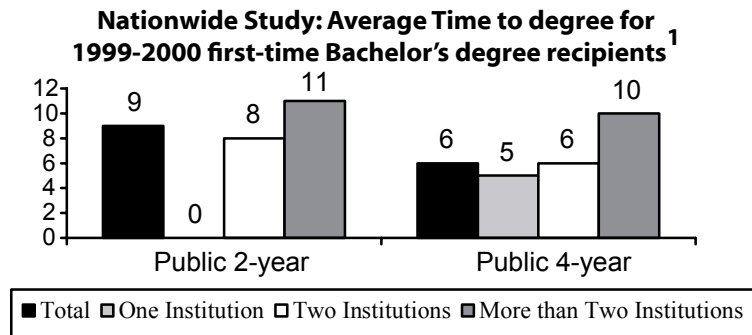
Participation in these programs has grown dramatically as more agreements have been established. Since fall 2001 the number of students admitted into a dual enrollment program has increased by more than 250%.

**OUS/Community College
Dual Enrollment Participation
2001-2004 (Fall Term)**



Source: OUS Campus Admission Offices

ARTICULATION OF MAJORS AND DUAL ENROLLMENT



There is a frequent lack of alignment between a student's community college coursework and what is accepted towards a degree at a four-year campus. When the student transfers they find that credits are lost and courses must be repeated. The cost and frustration when this happens is high. The coordinated advising and defined framework available by using articulated majors and dual enrollment agreements alleviate the loss of credit and reduce the time to degree for students attending multiple institutions.

Benefitting from Dual Enrollment - The Best of Both Worlds

Jennifer Chisholm says she got "the best of both worlds" as a participant in dual enrollment programs both in high school and college, helping her to pursue and afford a rigorous educational path. The transfer credits, flexibility, and cost savings of dual enrollment helped her to earn two Bachelor degrees in General Science and Biology from Oregon State University (OSU) this past June.



Jennifer Chisholm

In high school, Jennifer devoured college level courses through a joint credit program at Gresham High School and Mt. Hood Community College. She was able to take college level courses for \$25 each, and fulfill both high school requirements and earn college credit. As a result, Jennifer saved thousands on tuition, entering college with 37 transfer credits. She says, "The financial award was definitely a motivation for me. I talked to my advisors and teachers and they told me that once you get into college it will cost a lot more, and they were right."

Jennifer discovered the benefits of OSU's dual enrollment agreement with Linn Benton Community College (LBCC) her junior year, when the flexibility of that agreement allowed her to find the learning environment that was right for her specific needs. Despite all her efforts, Jennifer struggled with an OSU physics course that she needed for graduation. Upon the advice of the OSU Admissions office, she decided to dual enroll at LBCC so that she could retake the course in a different environment, and the decision paid off. The class size dropped from 300 to less than 50, and her community college physics instructor had a very hands-on teaching style that helped her to gain a firm grasp of the subject. The lesser cost of LBCC courses also allowed Jennifer to take study skills and technical classes she might not otherwise have taken.

Jennifer has dreamed of becoming a veterinarian for as long as she can remember. She is currently working at the OSU Veterinary Hospital, finishing an added history major, and applying to graduate school in veterinary science for 2006 is next on her busy agenda.

Sources: 1. NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study, Second Follow-up; Chart is according to multiple institution attendance patterns, by beginning institution type

Dual Enrollment Agreements 2005

Eastern Oregon University
 Blue Mountain CC
 Treasure Valley CC
 Mt. Hood CC
 Southwestern Oregon CC

Oregon Institute of Technology
 Columbia Gorge CC
 Portland CC
 Tillamook Bay CC

Oregon State University
 Blue Mountain CC
 Central Oregon CC
 Chemeketa CC
 Columbia Gorge CC
 Linn Benton CC
 Mt. Hood CC
 Oregon Coast CC
 Portland CC
 Southwestern Oregon CC
 Tillamook Bay CC

Portland State University
 Chemeketa CC
 Clackamas CC
 Mt. Hood CC
 Portland CC

Southern Oregon University
 Rogue CC

University of Oregon
 Lane CC
 Southwestern Oregon CC

ONLINE DELIVERY AND CAPACITY COURSES

Online Delivery

Online delivery is provided to students in Oregon through the use of courses from all Oregon community colleges and OUS institutions. The Oregon Network for Education, more commonly known as Oregon ONE, provides a place to find most information. This website www.oregonone.org offers students information on the who/what/when/where/and how of registering for many distance courses.

Distance delivery is available in a variety of mediums, including video, correspondence, and computer courses. The EDP Working Group focus is on web-enabled online courses and the transmitting of information via website, group e-mail listservs, and networks.

The development of more online degrees in partnership between the community colleges and OUS institutions will assist students to meet their educational goals on their time frame.

Following are two questions asked by a Sloan Foundation survey of 1,100 schools nationwide regarding the quality of online courses compared with traditional coursework:

SATISFACTION

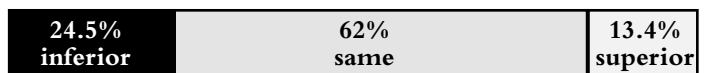
Are students at least as satisfied with an online course?



Subcommittee Goals (2004-05)	
Online Delivery	
<ul style="list-style-type: none"> • Identify gaps of core courses not available online for students in OUS, community colleges, and high-schools • Identify use of resources to meet this need or pilot strategies • Identify programs that are not online that could better address student needs • Prioritize the development of these online programs with CIA and Provosts' Council • Investigate grant funding opportunities 	
Capacity Courses	
<ul style="list-style-type: none"> • Identify and share high demand and bottleneck courses at OUS and community colleges • Recommend additional course offerings • Monitor development of common course schedule among Salem and Portland Metropolitan schools 	

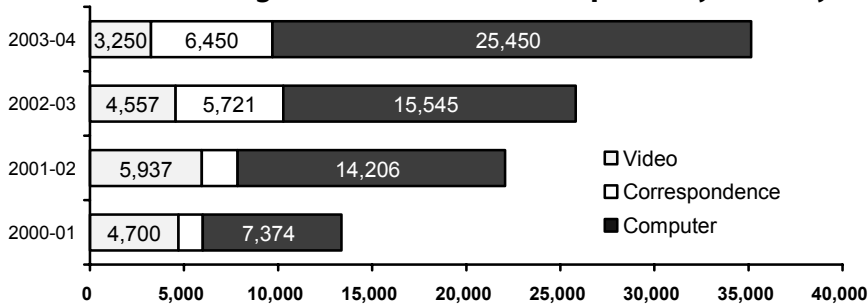
QUALITY

The quality of learning outcomes in Online Education compared to traditional classroom settings are:



Source: Sloan Foundation

Distance Learning Enrollment at OUS Campuses, by Delivery¹



Video based:

Instructional delivery relies mainly on video technology such as interactive video networks, cable television, videotape, telecourses, or Instructional Television Fixed Services.

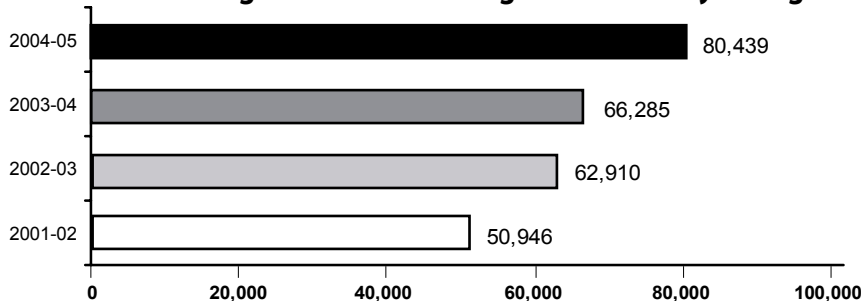
Correspondence:

Instructional delivery conducted mainly through public or private mail or e-mail

Computer based:

Instructional delivery relies mainly on CD-Rom or the internet.

Distance Learning Enrollment at Oregon Community Colleges²



Sources 1: OUS Institutional Research
2: Community College & Workforce Development unofficial numbers

ONLINE DELIVERY AND CAPACITY COURSES



Ben Berman

Ben Berman was stationed with the U.S. Coast Guard in North Bend, Oregon, where he was on active military duty while pursuing his Eastern Oregon University (EOU) bachelor's degree via distance education at the Southwestern Oregon University Center (SOUC). Distance education programs allowed him to complete his education even while balancing his active duty, which itself required 68–80 hours a week, and his family responsibilities as a husband with two young children and one on the way. At age 27, he has now successfully completed his bachelor's degree in physical education and health, with a minor in history, and is looking forward to a graduate program.

He says that the personal initiative required of distance learners is actually a great benefit to students who wish to pursue advanced degrees: "It disciplines students to become self-studiers and self-researchers without the classroom environment." While lack of student interaction was an issue a few years ago, Ben says it was largely solved with the introduction of new software in the Blackboard program, which functions as an on-line classroom with an announcement board, discussion board, presentation capabilities, and other options. Ben will be stationed in Alabama for the next two years while pursuing his masters

degree, but as soon as he is finished with his military service, he'll definitely be back to pursue a career as an athletic director or physical education instructor in the Pacific Northwest.

Capacity Courses

In October 2004 preliminary data including bottleneck courses was gathered and discussed by the community college Council of Instructional Administrators and the OUS Provosts. Capacity courses are identified and dealt with differently at OUS institutions and community colleges.

Community Colleges

Community college capacity courses appear largely to be prerequisite courses for life sciences / health sciences or "common core" general education courses. Capacity courses are identified by assessing closed sections or wait lists. Students often experience more restricted access into the community college itself or into a particular program because of college inability to fund enough sections. The result is that students don't enroll or they choose another curricular path.

Oregon University System

Capacity courses appear commonly as upper-division major or graduation requirements. The university admits and enrolls students and then endeavors to provide adequate access to courses for those specific students. Students experience longer time-to-degree due to course bottlenecks. These limitations are treated individually through expansion of class size or re-allocation of resources with the university, often creating other bottlenecks elsewhere.

Finding a Solution

All campuses work diligently to shift resources around to minimize bottleneck courses. This addresses the symptom where it exists at the moment, but does not address the fundamental problem: systemic under-funding of current enrollments at all institutions. The best way to address this problem is through funding for enrollment growth. The campuses would then use this funding to optimize access to all courses for the students they had enrolled and for students who wish to enroll.

Next Steps

The Council of Instructional Administrators met in March 2005 to re-examine and re-define the capacity course problem. They believe the concept of capacity does not adequately tell the story of student access, retention, and success in this resource-poor time. The issues may be complex enough to require a case study approach, whether institutional or regional. A subgroup has been formed to better define the problem and suggest research approaches going forward.

ACCELERATION FOR HIGH SCHOOL STUDENTS

Benefits of Rigorous Courses

The level of rigor in high school curriculum is a major factor in the success of students at the postsecondary level.

- The rigor of high school curriculum has a greater impact on college success than high school test scores or class rank.¹
- Finishing a course beyond the level of Algebra 2 in high school more than doubles the probability of obtaining a baccalaureate degree.¹
- 28% of college freshmen are immediately placed into remedial courses that cover material they should have learned in high school.²

Oregon community colleges and the Oregon University System offer several programs that encourage students to take rigorous courses in high school and obtain college credit at the same time. These programs are known as *Accelerated College Credit Programs*.

Subcommittee Goals (2004-05)
<ul style="list-style-type: none"> • Work with legislators and others to identify resources to support pilot program for acceleration • Clarify the target population • Develop plan and budget for statewide web-based course articulation system • Share web-based articulation system with partners and refine for implementation • Begin implementation of web-based articulation system • Report yearly to Joint Boards of Education on barriers, successes, and refinements

Oregon's Largest Accelerated College Credit Programs³

ADVANCED PLACEMENT®		
<p>Advanced Placement® (AP) is copyrighted curriculum, materials, and examinations developed by the College Board and offered in high school. Currently, the College Board offers 34 courses in 19 disciplines.</p> <p>Students may earn college credit for examination scores of 3-5. The amount of credit earned varies on the score and the institution.</p>	<p><i>In 2003-04:</i>⁴ 6,137 students took exams 4,089 students scored 3+ on exams</p> <p>8,789 total examinations taken 5,726 total exams scoring 3+</p>	<p>Exam cost: \$82</p> <p>Free exams available to income-qualified students</p>
DUAL CREDIT & TECH PREP		
<p>Dual Credit awards high school and community college credit for an approved course offered in a high school during regular school hours. Approved courses are lower division, college transfer courses.</p> <p>Tech Prep, also known as 2+2, are approved high school courses in technical professional programs that award both high school and community college credit.</p>	<p><i>2003-04 Student Enrollment:</i> Tech Prep: 6,910 Dual Credit: 11,306</p> <p>97,912 credits earned. Estimated tuition cost savings for Oregon families is \$4.5 million</p>	<p>Course cost: \$10-40 Program fees: \$0-\$25</p>
INTERNATIONAL BACCALAUREATE		
<p>The International Baccalaureate (IB) Programme establishes a common curriculum that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. It is a pre-university course of study designed for highly motivated high school students ages 16 to 19.</p>	<p><i>In 2003-04:</i> 13 Oregon high schools participate 2,639 examinations taken 231 IB Diplomas awarded (student must complete entire program to be a candidate for an IB diploma)</p>	<p>Exam cost: ≈ \$120</p> <p>Free exams available to income-qualified students</p>

Sources: 1. U.S. Department of Education, Answers in the Toolbox, June 1999
 2. National Center for Education Statistics, Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000
 3. Oregon Department of Education, Accelerated College Credit Opportunities for Oregon High School students
 4. The College Board

ACCELERATION FOR HIGH SCHOOL STUDENTS

Senate Bill 300

Senate Bill 300 was passed as collaborative effort to increase the availability of Oregon’s Accelerated College Credit Programs.

Legislative Summary of Senate Bill 300

“Creates Expanded Options Program for students attending public schools in grades 11 and 12 or who are 16 years of age or older. Allows eligible students to enroll in postsec-

ondary courses for credit at eligible postsecondary institutions. Prohibits institutions from charging students postsecondary course costs. Directs resident school district to enter into agreement with institution for limited payment of costs from State School Fund grant of school district. Establishes cap on number of credit hours that may be awarded at each high school under Expanded Options Program.”

Goals of the Expanded Options Program	Support for Senate Bill 300
<ol style="list-style-type: none"> 1. Create a seamless education system for students enrolled in grades 11 or 12 to: <ul style="list-style-type: none"> • Have additional options to continue or complete their education • Earn concurrent high school and college credits • Gain early entry into postsecondary education 2. Promote and support existing accelerated college credit programs as well as develop new programs 3. Allow eligible students to enroll full-time or part-time in an eligible postsecondary institution 4. Provide public funding to the eligible postsecondary institutions providing services to students in this program to offset tuition, fees, and other costs. 	<p>Legislative Sponsor</p> <ul style="list-style-type: none"> • Senator Avel Gordly <p>Supporting Oregon Agencies</p> <ul style="list-style-type: none"> • Associated Oregon Industries • Community College and Workforce Development • Confederation of Oregon School Administrators • Oregon community colleges • Oregon Community College Association • Oregon Department of Education • Oregon Education Association • Oregon School Boards Association • Oregon University System <p>Approved</p> <ul style="list-style-type: none"> • 6-30-2005: Oregon Senate • 7-19-2005: Oregon House of Representatives • 7-24-2005: Signed by Governor Kulongoski

High School Acceleration in the Field

A student’s perspective on Advanced Placement® courses



Luke Westphal

Luke Westphal will dive into his freshmen year at Willamette University this fall with five college level Advanced Placement® (AP) courses behind him, early progress toward his degree, and the confidence that he can successfully tackle college level coursework.

A 2005 graduate of McMinnville High, a GEAR UP school, Luke first realized the benefits of AP courses during his junior year when he tried out AP History. “I am still amazed by the amount of knowledge of U.S. history I learned and actually retained. The preparation was far beyond what you get in any other class.” Realizing the intellectual rewards and the benefit of receiving college credit for the course, Luke took as many AP courses as he could his senior year, including AP English, AP Calculus, AP Psychology, and AP Physics.

AP Physics and Calculus were impressive, exciting, and challenging in the breadth of their content according to Luke. It was his AP English instructor, however, who really boosted Luke and his classmates’ confidence in college material by her extremely high expectations, which he and his classmates learned to meet. Luke said, “We turned in work that would have gotten us a higher grade in other classes, but she wanted more, which was good. It was like in college with your first research paper when you realize you just have to kick it up.” Similarly, Luke’s AP Psychology emphasized the science’s application, which Luke knows is a common emphasis of college courses. Luke will enter his freshmen year ready and excited for the challenges. “I’m already going to know a lot of the material, and I have a big dose of what a really well disciplined and hard working environment is going to be like.”

RETENTION

Mission

To identify gaps and provide recommendations on improving student retention in Oregon's Community Colleges and the Oregon University System.

Best Practices

Based on a preliminary survey of retention strategies currently being used at Oregon University System and community college campuses, a list has been created of 50 best practices with a corresponding retention glossary to define those practices. Institutions were asked to indicate which of the practices were active on their campus and to rate them on a 4 point scale, from 1 (limited success) to 4 (major success, worthy of replication), providing a "snapshot" of where gaps might exist, as well as potential model programs.

Student Success Center

A federal earmark has been submitted for a Student Success Center. This center would create a statewide resource for campuses to identify and draw upon best practices that support successful student learning and program completion. Members of the retention team have met with all seven members of Oregon's national delegation. The following potential tasks have been defined for the Student Success Center:

- Identify best practices with observable and measurable indicators of student success. There is already good progress on this task with the development of the best practices list
- Replicate those best practices across the state. Have a team available that can visit campuses to assist in the logistics of implementing a new program
- Provide guidance to campuses for rating their retention practices
- Hold a retention conference annually to celebrate retention and allow campuses to share best practices
- Create an internet accessible database of best practices including support materials, outcomes, and implementation guides.

Subcommittee Goals (2004-05)

- Focus efforts on first-generation, low-income, minority, older, working, and transfer students
- Identify gaps where best practices could improve retention
- Draft recommendations of how best to invest to improve student retention in 2005-07; share results with Provosts, CIA, and CSSA
- Pursue federal earmark for Center for Student Success
- Develop common research agenda about retention with CIA, CSSA, and OUS
- Plan for phase II: Increasing college-going rates for all Oregonians with an emphasis on preparing for the changing demographics of the state's future college students
- Address the critical role of high school preparation and college performance

Best Practices Samples

General Practices

- Learning Communities
- Freshman/First Year Seminar
- Interdisciplinary Learning
- Experiential Learning
- Math/Science Emphasis
- Honors Programs
- Common Core

Instructional Assistance & Academic Intervention

- Learning Centers
- Early Warning Systems
- Developmental Programs

Student Development Initiatives

- Advising
- One-Stop Enrollment Services
- Peer Mentors/Peer Leaders
- Student Leadership Programs
- Counseling and Support Groups
- Residence Life
- Student Success/Degree Plan
- Career Guidance
- Child Care

Campus Climate

- Support for Diversity
- International Education
- Community-Nurturing Facilities
- Relationship-Building Activities
- Non-Traditional Student Support
- First-Generation Student Success
- Ceremonies and Traditions
- Convocations and Special Events
- Faculty Involvement

Partnerships

- Transfer Student Support
- Dual Enrollment
- Community Outreach
- One-Stop Employment Services

Electronic and Online Tools

- Online Student Services
- Degree Audit
- Online Courses

Institutional Leadership & Direction

- Policies and Procedures
- Faculty Development
- Systematic Assessment & Reviews

RETENTION

One of the goals of the retention subcommittee was the creation of an analytical model that consistently assessed retention across the state. This would include a standard definition for retention, as well as indicators that could be used by all Oregon community colleges and OUS Institutions, using available data. The result was a model Measuring Student Success: Lower Division Collegiate (LDC) Students.

It was discovered that the Oregon University System and community colleges used significantly different measurements when defining student success.

Creating a Model

Measuring Student Success: Lower Division Collegiate (LDC) Students Success is defined using the following measures:

Progress toward completion of associate’s degree

- Do LDC students continue to enroll in credit courses?
- Do LDC students make satisfactory progress toward an associate’s degree?

Completion of associate’s degree

- Do LDC students complete an associate’s degree?

Transfer to four-year institutions

- Do LDC students transfer to or enroll in four-year institutions?
- Do LDC students enrolled in four-year institutions make satisfactory progress toward a bachelor’s degree?

Completion of bachelor’s degree

- Do LDC students who transferred to four-year institutions obtain a bachelor’s degree?

Work to Date

April 2004
The EDP working group charges the Council of Student Service Administrators (CSSA) with the creation of a model for assessing retention consistently across the state

August–October 2004
A list of existing, best practices in Oregon is established

November 2004
The “retention grid” is created detailing a score of 1–4 for each retention practice at each of Oregon’s Universities and community colleges

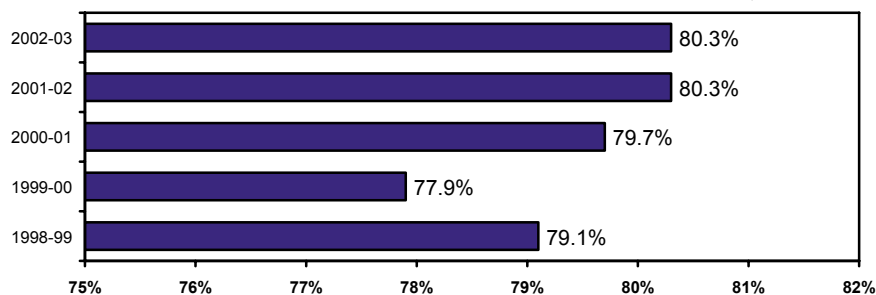
February 2005
Trial run of Measuring Student Success retention model completed and presented to the CSSA

February 2005
The Federal Earmark for the Student Success Center is submitted

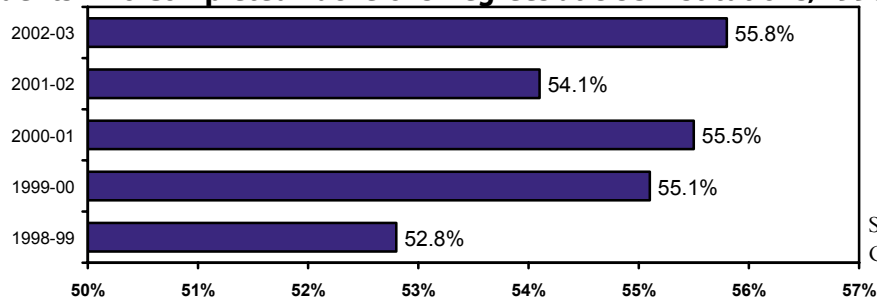
February–March 2005
Retention representatives meet with all seven of Oregon’s federal delegation to discuss the Student Success Center

May 2005
Measuring Student Success version 7.0 shared with EDP

Percent of Freshmen who Persisted to 2nd Year at OUS Institutions, 1998-99 to 2002-03



Percent of Students who Completed Bachelor’s Degrees at OUS Institutions, 1998-99 to 2002-03



Source:
OUS Institutional Research

PRIORITY NEXT STEPS

Statewide PK-16 Data Transfer Process

SIGNIFICANCE:

This central infrastructure will support improved understanding of student academic progress and success and enable high schools, community colleges, and OUS universities to make more fully informed decisions regarding student success and completion.

NEXT STEP:

Phase II, planning and policy development related to reporting for student success, retention, and achievement issues. Implementation must consider the achievement gap between minority and non-minority students as well as between low and high-income students. Ensure that the efforts of the Joint Boards of Education are connected to efforts of community college and OUS academic leadership.

CONCERNS:

Implementation and support requirements placed upon campuses require the development of a safety net for crash prevention and recovery. The lack of an OUS plan and budget model to manage the IT infrastructure necessary to participate effectively, especially for the 5th site.

ATLAS

SIGNIFICANCE:

Major lever for policy change that supports increased student access and retention. Allow institutions to understand current degree pathways and develop more effective ones for students. Students will be able to review, analyze, and compare course and degree options quickly and from any web browser.

NEXT STEP:

Secure funding and implement software package. Ensure that the efforts of the Joint Boards of Education are connected to efforts of community college and OUS academic leadership.

Transfer Student Activity

SIGNIFICANCE:

Effective transfer of college credits facilitates increased college access, student success, reduced time to degree, and improved affordability.

NEXT STEPS:

Continue to work with Joint Boards Articulation Commission to implement Oregon Transfer Module (OTM), evaluate impact and modify as appropriate; review and adjust

**Working Group
General Next Steps**

1. EDP meeting with Joint Board's Alignment team to create complementary work plans
2. Identify effective process for EDP chair and staff to meet with OUS provosts
3. Add new members to EDP (including K-12 leaders) to support and reflect next steps
4. Set up next meeting to initiate work on 2005-06 EDP agenda

the Oregon Transfer Module; complete and implement outcome-based lower-division general education transfer courses, expand articulation agreements by adding college/university partners to existing agreements and ensure that the efforts of the Joint Boards of Education are connected to efforts of community college and OUS academic leadership.

CONCERN:

Successful implementation will need to be systemic, synergistic, scalable, and student-centered. This will require campuses to adjust policies and practices to meet student needs first in order to increase the number of Oregonians with college degrees. The achievement gap between minority and non-minority students as well as between low and high-income students needs to be considered in implementation.

Accelerated Student Learning

SIGNIFICANCE:

Rigorous coursework leads to increased academic preparation, college enrollment and student success.

NEXT STEPS:

Encourage, guide and monitor the implementation of SB 300, evaluate effectiveness of SB 300, refer expansion to the EDP Working Group. Ensure that the efforts of the Joint Boards of Education are connected to efforts of community college and OUS academic leadership. Systemic and statewide review of current policies regulating provision of lower division courses to high schools in light of objective of serving all students.

PRIORITY NEXT STEPS

Distance Education

SIGNIFICANCE:

Increased statewide access to college preparatory and college level courses leads to increased college access and success.

NEXT STEPS:

Refer implementation and impact study of SB 1071 (establishes a virtual high school) to EDP Working Group.

CONCERN:

Lack of systemic statewide coordination of on-line college courses may have unintended negative impacts upon enrollment and fiscal health of campuses.

Retention

SIGNIFICANCE:

While increased participation and improved preparation are key goals of the Data Transfer Process, ATLAS, Student Transfer and Distance Education areas of focus, student success is the outcome measure of greatest importance and is the focus of this area. Retention to degree completion and educational goals is critical and effective academic advising is recognized as a critical element in retention.

NEXT STEPS:

Secure federal earmark request for Student Success Center; connect retention efforts in meaningful ways to diversity efforts and academic achievement with continued student engagement efforts. Use ATLAS and Data Transfer Process to make data driven policy and program decisions. Disaggregate performance data to inform policy and practice to improve retention efficacy. Include civic responsibility and service learning in campus retention efforts.

- Review the campus educational culture to ensure that institutional behavior and results fully support the commitment to student success.
- Ensure that all members of the educational community are responsible for student success.
- Foster a climate of appreciative inquiry to support efforts to improve student success with the following results:
 - Measurement
 - Inquiry
 - Long-term goals
 - Align behavior and published comments (“walking the talk”)

CONCERN:

Effective ability to address achievement gap.

P-16

SIGNIFICANCE:

Statewide, systemic, sustainable, and student-centered approach to policy development, program development and implementation and resource allocation that increases overall state educational attainment.

NEXT STEPS:

Teacher education to meet instructional needs of K-12; alignment of content standards and assessments K-12 to postsecondary education; reducing the achievement gap between student groups; and active engagement in the American Diploma Project. Other next are steps identified by EDP and the Joint Boards.

OTHER SIGNIFICANT STATEWIDE INITIATIVES

Chalkboard Project

<http://www.chalkboardproject.org>

Launched in March 2004, the Chalkboard Project exists to inspire Oregonians to make our K-12 public schools among the nation's best. Chalkboard aims to help create a more informed and engaged public who understands and addresses the tough choices and trade-offs required to build strong schools. The independent and non-partisan group offers all Oregonians a voice and a role in making key decisions for their schools.

Diploma Project

<http://www.achieve.org>

The American Diploma Project (ADP) was launched in 2001 by Achieve, an organization dedicated to preparing high school graduates for entering college. The project addresses the disconnect between the value of a high school diploma and what it takes to compete successfully in the workplace or future education. Achieve and the National Governors Association have agreed on an action agenda with specific recommendations for creating a high school diploma that counts. Through the ADP Network, Achieve is working with state and federal policymakers, educators, and business leaders to implement those recommendations. In addition, Achieve is continuing to analyze state graduation requirements, standards and tests — and assess how they relate to the ADP benchmarks.

GEAR UP

<http://gearup.ous.edu>

Started in 2002, Gaining Early Awareness and Readiness for Undergraduate Programs, Oregon GEAR UP, is designed to support greater enrollment and success of low-income students in postsecondary education. Beginning in middle school and continuing through high school, GEAR UP supports sustainable early intervention activities that focus on increased academic achievement, early outreach and college awareness, community and parental involvement, and professional development for school staff.

Joint Boards of Education

<http://www.ous.edu/board/joint>

The Joint Boards, comprised of the Oregon State Board of Higher Education and the Oregon State Board of Education, explore topics of mutual concern and seek positive resolution. The Joint Boards are committed to shared understanding that can advance education for all students from pre-K through postsecondary education in Oregon.

Small Schools Initiative

<http://e3smallschools.org>

The Oregon Small Schools Initiative is a \$25 million, multi-year, statewide program to increase student achievement and graduation rates in Oregon high schools. It helps communities develop both restructured and new high schools that offer a rigorous, personalized education to all students, and which will serve as models for the rest of the state. A particular focus is on traditionally underserved students — those from low-income homes and students of color. The Initiative works with communities to restructure large high schools into autonomous small schools and helps local innovators, whether school districts or community groups, develop new small high schools.

Conference on access to College by low-income adults

In September of 2005, a team of community college, university and legislative leaders from Oregon participated in a national conversation on increasing college attendance by low-income adults. This important issue has significant value for Oregon and its workforce development efforts.

“We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.”

- Margaret Mead



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