Student Participation and Completion Committee: Current Work and Priorities

Director Dalton Miller-Jones, Committee Chair

Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives, Staff to the Committee

Update to the Oregon State Board of Higher Education, April 2009
Committee Goal

Develop strategies to improve participation, retention, and success in postsecondary education of all Oregon students, with special focus on the needs of underserved populations throughout the state.
February-July 2008: Developed “Taking Back Oregon’s Future” Student Success Policy Option Package, $15.5M request to improve student participation and completion through increases in pre-college academic preparation and outreach, and student success/retention initiatives.

- Vetted campus POPs for inclusion.

August-December 2008:

- In preparation for implementation of POP, convened expert panel; identified best practices in retention programs.
- Continued outreach and research on barriers and best practices for underserved populations, including:
  - Adult, returning students
  - LGBTQ (lesbian, gay, transexual, bisexual, and queer/questioning) students
Economic Downturn Implications

Committee identified in POP that deliberate, proven strategies must be supported to increase the participation and completion of underserved populations, and increase access and success for students who are not already attending postsecondary institutions.

As a result of the economic downturn, the Student Success POP and other POPs in the OUS Budget proposal were unable to be included in the Governor’s Recommended Budget (GRB).

Major Components of the POP that cannot proceed without funding include:

• Grants to expand capacity of successful pre-college academic enrichment programs i.e. college bridge programs aimed at first-generation and underserved populations

• College planning and aspiration campaign aimed at first generation and underserved populations, including social marketing and an Oregon college web portal

• Expansion of middle/high school outreach and visitation programs in underserved communities

• Funding to complete data infrastructure needed to guide successful student initiatives, including IDTS and ATLAS

• Grants to expand and replicate successful campus-based retention efforts aimed at underserved populations, including advising, student services, cultural programming, career planning.
2009: Prioritizing initiatives to expand student success during economic downturn

- Funding goals identified in POP remain long-term committee priorities, but committee realized a need to identify achievable short-term action items that do not require funding.

- In February and March 2009, Committee reviewed current data and system progress on participation and completion in an effort to identify progress and articulate specific goals.

- The Board adopted Diversity Principles in February 2009, with implications for committee work.

- In March 2009, the Committee voted on 3 short term priority items for action in the next 12-18 months (requiring little or no funding).
Key Goals Remain

After reviewing in March 2009 the current data on progress in student participation and completion for underserved populations, the committee identified the following key goals:

- Increase:
  - college participation rates for Hispanic/Latino populations.
  - college participation rates for Native American populations
  - retention for African-American and Native American populations.
  - college participation and retention for rural & first generation students.

- Pursue short term efforts to improve participation and completion of other underserved student groups that have been identified, such as LGBTQ, adult students, student parents, students with disabilities, and others.
Priority #1 for 2009 Work

1. Support partnerships and collaboration with existing successful precollege academic prep/outreach and retention programs, strategies that have demonstrated (i.e., evidence-based) success with target populations. Ensure that existing successful programs are fully enrolled and funds are connected to most needed groups.
Priority #2 for 2009 Work

2. Develop and advocate for best practices, alignment of current campus efforts toward underserved populations, and policy recommendations, to the Board of Higher Ed, campuses, as well as partner agencies regarding participation and completion for underserved populations.
Priority #3 for 2009 Work

3. Improve faculty effectiveness with underserved populations’ retention and completion rates; focus on improving campus learning and environment through professional development, collaboration for these resources.
Diversity Principles Directly Related to Committee Priorities

Principle #1: Overall Commitment to Diversity
The Board values the perspectives, educational benefits, and robust exchanges of ideas that are encouraged by the effective facilitation of diversity within OUS and seeks to promote and support initiatives that sustain best practices in diversity efforts.

Actions: The Board, the Chancellor, and campus presidents will identify opportunities and promote expectations for diverse representation, inclusion, and engagement throughout OUS programs and activities.

Principle #3: Commitment to Equity in Student Success
The Board is committed to providing equitable opportunities for students to succeed and to efforts to close achievement gaps among underserved populations.

Actions: In periodic reports to the Board, campus presidents and representatives of OUS student-related committees will identify strategies and progress relating to student success among diverse populations.

Principle #4: Commitment to Welcoming Campus Environments
The Board values the importance of campus environments in the attraction, recruitment, and retention of diverse students, faculty, and staff.

Actions: In periodic reports to the Board, campus presidents will a) identify campus climate challenges and successes, b) discuss measures taken to promote welcoming campus environments, and c) describe the possible impact of these measures on student success.
Next Steps

• Pursue 2009 short term priorities through:
  – Fall Symposium focused on best practices
  – Data Summit
  – Committee task groups; full committee to meet every two months, with task groups to address three priority areas
  – Senate Bill 906

• Seek methods to address longer term challenges for improved participation and retention for underserved populations, including initiatives requiring funding.
Committee Background, Previous Work

Breaking Barriers:
Oregon community forums on college access and success

A report of the Oregon State Board of Higher Education Student Participation and Completion Committee

July 2008

Oregon University System
2007-08 Review: Outreach and Research
(Student Participation and Completion Subcommittee)

- Rigorous schedule of student and community forums and panels from June 2007 to January 2008 with over 450 panelists, educators, and community representatives of underserved populations including: African-American, Native American, Latino/Hispanic, Asian-American, disabled, urban, rural, and first-generation students.

- Convened *Breaking Barriers and Opening Doors*, a statewide symposium, October 2007.

- Produced and distributed *Breaking Barriers report* detailing the community forums and research performed in 2007-08 on barriers to underserved populations.

- Outreach to chambers of commerce and underserved communities about the Oregon Opportunity Grant funding increases and need to expand access and success.
Committee Roster

Dalton Miller-Jones, Committee Chair, Oregon State Board of Higher Education (OSBHE); PSU
Patrick Burk, Policy, Oregon Department of Education
Chris Cronin, Grant County Center EOU
Eda Davis-Lowe, The SMILE Program, OSU
Rob Findtner, Admissions, WOU; Interinstitutional Committee on Admissions and Recruitment
Brian Fox, OSBHE; SOU
Lew Frederick, Oregon Board of Education
Brenda Frank, Klamath Tribes; Oregon Board of Education
Algie Gatewood, Portland Community College, Cascades Campus
Jackie Grant, EOU, Oregon Indian Coalition for Postsecondary Education
Tamara Rae Henderson, Oregon Student Association
Emilio Hernandez, Jr., Educational Equity and Diversity, University of Oregon
Agnes Hoffman, Enrollment Management & Student Affairs, PSU
Mark Jackson, Reaching and Empowering All People (REAP)
Jon Joiner, Multicultural Center, PSU
Patricia Martinez-Orozco, OSBHE Portland Higher Education Subcommittee
David McDonald, Western Oregon University
Vicki Merkel, Scholarship and Access Program, Oregon Student Assistance Commission
Nan Poppe, PCC Extended Learning Campus; OSBHE Portland Higher Education Subcommittee
Rosemary Powers, OSBHE; Eastern Oregon University
Larry Roper, Student Affairs, Oregon State University
Hilda Rosselli, College of Education Western Oregon University
Alex Sanchez, Community College Leadership Program, Oregon State University
Sho Shigeoka, Beaverton School District, Westview High School
Joanne Sorte, Child Development Lab Oregon State University; OUS Inter-institutional Faculty Senate

Reflects membership, March 24, 2009.
For more info…

- All agendas and meeting notes posted at: www.ous.edu/state_board/workgroups/pnc/index.php

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