Priority Area Action Items Endorsed by ASC to Advance to Next Steps
As of February 11, 2010

OUS PORTFOLIO

Teacher Education

1. Directive to each Teacher Education Program to report current programs of cross-disciplinary preparation of STEM teachers that involve collaborations between faculty from science departments and Teacher Education Programs; and to develop a work plan, with budget, to increase the number of STEM teachers by 10%, 30% and 50%.

2. Full funding for the Oregon Mentoring Initiative with emphasis on collection and analysis of data on impact of the projects funded by this Initiative.

3. Funding for the Work Plan to Develop Data Exchange Mechanism – this has been included in Oregon Department of Education’s Race to the Top application – onetime cost of $35,000 to $50,000.

4. Fund, along with ODE and TSPC, the annual cost of subscription to the National Student Clearinghouse.

5. Directive to develop a work plan to provide education in cultural competency to all students in Educator Preparation Programs.

Graduate Education (to be added after March 5th meeting)

Institution Missions (to be added after July Board meeting)

ACCESS AND STUDENT SUCCESS

Student Retention and Completion

1. Board support for restoration of Oregon Opportunity Grant funds.

2. Expansion of need-based aid and on and off campus student employment opportunities.
3. Expand peer mentoring, advising and tutoring on all campuses, providing leadership experiences for high functioning students and much-needed academic and social support for students at risk of stopping out.

4. Refine performance funding measures that recognize the growth and importance of transfer students as well as the importance of “crossing the finish line”; i.e., graduation rates and time to degree.

5. Support for the development/refinement of institutional student success plans that provide a road map to increased student retention and graduation; support to include program evaluation of existing efforts and research to identify new approaches.

6. Partner with ONWARD (Oregon NetWork for Access, Retention, and Degree Completion), a stakeholder network resulting from the work of the Board’s Student Participation and Completion Subcommittee. ONWARD will link the efforts of the Board, ASC and ICEM (Interinstitutional Council of Enrollment Managers) to sustain our emphasis on serving traditionally underrepresented students. Specific Actions proposed at this time include:

   a. Continuing Student Participation and Completion Symposia to share effective practices and connect practitioners;
   
   b. Working with the Interinstitutional Faculty Senate (IFS) as well as on-campus programs and centers to plan, coordinate, and implement conversations and efforts to improve faculty effectiveness;
   
   c. Expanding K-12 pre-college outreach and academic preparation partnerships between OUS institutions and K-12 institutions to better prepare students for success at OUS.

Rural Student Success

Actions to Strengthen College-Going Culture in Rural Areas:

1. Increase investment in proven pre-college outreach programs: Increase ASPIRE sites statewide (with priority in rural areas) from 115 to 210. A $341,380 investment for 2011-12 will add 45 sites. $697,472 for 2012-13 will expand the program by another 50 sites. Invest $475,000 in GEAR-UP to add 10 clusters serving middle and high schools.

2. Promote availability of Dual Credit Option through state loan forgiveness initiative as incentive for subject-area M.A.’s agreeing to teach in rural schools.

3. Reduce barriers to participation in Expanded Options program by providing financial incentives to high schools and postsecondary institutions.

4. Increase pre-college advising skills for middle and high school teachers/counselors by funding summer institutes at colleges and universities.
5. Promote student/parent ambassadors for rural middle and high school visitations.

6. Increase collaboration among community colleges and universities in rural school outreach (travel funds for college/university visits, training for outreach staff).

7. Increase outreach efforts in rural communities for “adult” learners by increasing access sites and opportunities for gateway/introductory courses.

**Actions to Improve Program Completion and Credential Attainment:**

8. Develop new regional “open campus” processes and agreements with financial support for the Eastern Oregon Collaborative Colleges Consortium, and for the OSU/TBCC/COCC Madras and Prineville campuses for developmental education.

9. Apply a “hub-and-spoke” education model through enhanced rural broadband infrastructure, and fiscal support for several rural access points (e.g., extension offices, libraries, K-12 schools). Pilot gateway/introductory courses anticipating small classes.

10. Create a system-wide “interdisciplinary” or “independent” degree option including financial support for development and coordination by faculty and administration.

11. Implement Applied Bachelor of Science Degree employing “hub-and-spoke” model through financial support to OIT or OSU and at least one community college partner.

12. Promote Assessment of Prior Experiential Learning (APEL) or similar program with pilot funding to strengthen advising and instruction capacity.

13. Include rural student recruitment and retention as a performance measure for postsecondary institutions.

**Portland Area Student Success**

1. Create Portland Regional Higher Education Access Advisory Council. Identify organizations and individuals whose membership on the Council is considered key, and recruit members.

2. Inventory currently available scholarship resources and grant aid:
   a. Oregon Community Foundation (summary in progress);
   b. University/college foundations;
   c. Oregon Student Assistance Commission (including Oregon Opportunity Grant);
   d. Hispanic Metropolitan Chamber of Commerce Fund;
   e. Other major sources.
Establish a collaborative goal among the major financial aid sources to set a statewide fundraising goal to increase scholarship funds, regardless of institution. Inventory all efforts seeking to provide free/reduced tuition for students (e.g., I Have a Dream, Portland Mayor and Multnomah County efforts).

3. Create a college-going culture/academic preparation:
   a. Identify best practices for preparing students of color and first-generation college students for college entrance and success;
   b. Identify existing programs and funding requirements through a statewide survey;
   c. Identify effective and promising practices by gathering data on success rates of existing programs;
   d. Partner with ONWARD (emerging student participation and completion network) in all activities in this section.

4. Focus on Under-represented student populations:
   a. Assess universities’ ability to conduct outreach efforts to students of color and first-generation students through non-traditional recruitment strategies;
   b. Inventory current mentoring programs for students of color and first generation students; once compiled, develop a link or website listing the information;
   c. Partner with ONWARD (emerging student participation and completion network) in all activities in this section.

Central Oregon Student Success (to be added after the March 5th meeting)

Latino Student Success (to be added after the March 5th meeting)

ECONOMIC DEVELOPMENT AND JOB CREATION

Sustainability

1. Board adopt core values in sustainability in the areas of education, research, service, facilities and operations, and accountability.

2. Produce a job description that will lead to recruiting and hiring an OUS sustainability coordinator within the Chancellor’s Office.

3. Create a Sustainability Incentive Fund to support sustainability innovations in teaching, research, outreach, and operations.

4. Develop and implement System-wide service-learning opportunities.

5. Create networking opportunities for faculty and students.

Globally Competitive Research

Research infrastructure enhancements:

1. Develop competitive core facilities for OUS Proteomics Consortium for shared biotechnology instrumentation facilities.
2. Develop competitive core facilities for high performance computing.
3. Develop competitive core facilities for Life Sciences Collaborative Building.

Undergraduate research:

4. Expand opportunities for undergraduate research fellowships at public and private institutions in Oregon by creating an “Undergraduate Research Leadership Award.”

Research streamlining and impact:

5. Enhance metrics, outcomes, and goals for research and technology transfer activities.
6. Employ multi-media assets, electronic databases and web-based portals on research and innovation.

Portland Higher Education Connections to Economic Development (to be added after April 8th meeting)