MISSION AND PORTFOLIO

Institution Missions *(to be added after July Board meeting)*

Central Oregon Higher Education

1. **Home campus**: Strengthen the partnership between OSU-Cascades and COCC (Central Oregon Community College) to provide a “Home Campus” for the region that maintains the community college mission, but also provides OSU-Cascades college student learning cohorts with a “4-year experience” that will improve retention and increase degree attainment.

2. **Administrative efficiencies**: In order to create a transparent, student-centered “Home Campus” for Central Oregon, COCC and OSU-Cascades must combine and/or collaborate in more efficient ways, through their IT systems and other administrative functions. By sharing some of the main administrative functions and systems, students will experience an easier and transparent transition from lower- to upper-division in their bachelor’s degree programs.

3. **Facilities/capital need**: Submit a capital proposal to the 2011 Legislative Session for a new $30 million (estimate) building at OSU-Cascades to handle increased enrollment and to incorporate, and enable the success of, the “Home Campus” solution.

4. **Regional delivery**: Determine the number and type of off-campus satellites/sites and distance learning options needed to meet regional postsecondary needs in Central Oregon; and expand current or open new sites as needed, working with COCC.

5. **PK-20 alignment**:
   a. Expand college-level coursework provided in high schools in Central Oregon, such as AP and IB college-prep classes, in order that students are better prepared to succeed in college, and lower overall college costs by taking college level courses while in high school.
   b. Develop and sponsor pre-collegiate experiences to increase K-12 student aspirations, a “college-going culture,” and preparation for higher education. This would include training and upgrading of K-12 teachers and staff.
   c. Expand and complement existing COCC bridge and remedial programs for traditional and adult students in order to increase success and graduation rates. This would include Middle College programs (grades 11-14).
6. **Economic development:**
   a. Link postsecondary degree programs – certificate, undergraduate and graduate – to the economic and workforce needs of Central Oregon.
   b. Determine the focus of undergraduate and graduate research opportunities which are aligned with workforce and industry needs in Central Oregon; and whether incubator or limited signature research can take place at the “Home Campus” or alternative location.

**ACCESS AND STUDENT SUCCESS**

**Latino Student Success**
*(Initial action steps reviewed by ASC; list to be revised and updated in April following further work of the LSSRT. “Success after graduation” items to be added at that time.)*

**Pipeline and Outreach:**
1. Advocate for formation of individual OUS campus “Latino Student Success” work groups.
2. Create OUS Spanish language marketing program: bilingual college access materials.
3. Support the development and implementation of outreach programs targeting Latino students.
4. Support the action step of the Teacher Education priority area directing development of a work plan to provide education in cultural competency to all students in Educator Preparation Programs.

**Overcoming Access Barriers:**
5. Support work of the Rural Student Success, Portland Access and Success, Central Oregon Higher Education, and Student Retention priority areas.
6. Demonstrate support for federal legislation:
   a. The DREAM Act
   b. The Pathways to College Act
7. Address financial barriers:
   a. Support adoption of a Tuition Equity policy in Oregon
   b. Examine process used to determine financial “need” for students to earn scholarships at the campus level
   c. Support increase in Oregon Opportunity Grant funding. Advocate for funding for programs that target underserved communities within legal guidelines.
Retention and Graduation Success:

8. Facilitate the development, implementation, and expansion of mentorship programs at OUS institutions. Support the related work of the Student Retention priority area.

9. Investigate Systemwide partnership with the Hispanic Scholarship Fund (HSF).

10. Funding and support for expanded faculty recruitment/hiring programs that emphasize diversity.

11. Funding and support for bilingual and cultural competence training for OUS faculty and staff.

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 Systemwide “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.

**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.

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**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 percent.

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 – one-time 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.
ECONOMIC DEVELOPMENT, JOB CREATION, AND WORKFORCE ENHANCEMENT

Globally Competitive Research

Strategic Partnerships:
1. Advance multi-campus and inter-disciplinary research collaborations related to sustainability.
2. Encourage and facilitate multi-campus energy and water research.

Research infrastructure enhancements:
3. Develop competitive core facilities for OUS Proteomics Consortium for shared biotechnology instrumentation facilities.
4. Develop competitive core facilities for high performance computing.
5. Develop competitive core facilities for Life Sciences Collaborative Building.

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

Research streamlining and impact:
7. Enhance metrics, outcomes, and goals for research and technology transfer activities.
8. Employ multi-media assets, electronic databases and web-based portals on research and innovation.

Graduate Education
1. Strengthen doctoral education in critical need areas:
   a. Sustainability
   b. Health/life sciences
   c. Engineering, applied science, technology, advanced manufacturing
2. Develop Professional Science Master’s (PSM) programs in OUS.

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 Systemwide service-learning opportunities.

5. Create networking opportunities for faculty and students.

6. Design and launch a shared Systemwide sustainability website.

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