



### **Priority Remaining Work to be Completed, July 2005**

#### 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 5<sup>th</sup> 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: Implement Oregon Transfer Module (OTM), evaluate impact and modify as appropriate; review and adjust 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.

#### 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, ATLAS, 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.

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.

Next Steps (part 2):

- Challenge 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 post-secondary education; reducing the achievement gap between student groups; and active engagement in the American Diploma Project.

#### Next Steps for Excellence in Delivery and Productivity Working Group

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 to support and reflect next steps
4. Set up next meeting to initiate work on 2005-06 EDP agenda