



Briefing on Excellence in Delivery & Productivity Working Group (EDP)

Purpose and Goals of EDP

To identify and develop opportunities and program changes resulting in:

- More Oregonians receiving a college education and undergraduate degrees
- More and Better transfer movement for students from community colleges to 4-year institutions
- Better delivery of academic programs to Oregon community college and Oregon University System (OUS) students
- Improved graduation rates for undergraduates at OUS institutions
- Faster time to degree for OUS undergraduates

More, Better, Faster Considerations for Postsecondary Education

- Improved opportunities and efficiency for students to take courses from Oregon **community colleges** that apply towards an OUS degree.
- Improved **retention** rates of community colleges and OUS undergraduate students.
- Increased and more efficient course offerings to meet high student demand.
- Increased opportunities for students to earn college credits while in high school including the use of **on-line courses, Advanced Placement, and College-Credit-Now**.
- **Capacity of OUS and community colleges** to provide high-quality educational opportunities to more students in a timely manner.
- **Review of current policies and practices** that may impede successful and timely college graduation, including those that impede the progress of diverse and traditionally underrepresented populations.
- **Increased partnering** between public post-secondary institutions and K-12 to improve academic preparation for and access to college for low-income, first-generation students.
- Use of **technology such as distance education** to increase efficiency and empower more students to prepare for and graduate from an OUS institution.
- **Financial incentives** through the Oregon Opportunity Grant to support the successful transition of students from community college to OUS.

Defining a Student-Centered System

More:

- students entering and completing college
- students from diverse backgrounds with college degrees
- Oregonians with degrees, flexible job skills, higher earnings

Better:

- alignment between 2- and 4-year colleges
- alignment with economic needs
- use of state/citizen resources
- retention (eg, fewer stop-outs and drop-outs)

Faster:

- to graduation
- to workforce
- to a strong Oregon

Progress Towards Goals

The EDP Working Group has thus far:

1. Oregon Transfer Module, approved by Oregon Joint Board of Education, supports student transfer activity between and among community colleges and OUS campuses, implementation Fall 2005.
2. Established a statewide feedback process that has included community colleges, OUS campuses, Governor's Office staff, and others in support of an open and inclusive planning process.
3. Advocated and received funding in the Governor's Budget for a K-20 Integrated Data Transfer Process that will facilitate the electronic transmission of student transcripts between high schools, community colleges and OUS. The process will also support increased accountability through longitudinal tracking of student educational progress.

4. Received board and joint boards endorsement for key action items to be pursued for the benefit of student access and success in college:
 - Increase community college and OUS student retention
 - Expand on-line courses and degrees
 - Increase course availability for high demand undergraduate courses
 - Increase statewide opportunities for high school students to take accelerated courses prior to college entry
 - Develop a fully transferable statewide common core of lower-division general education outcomes
 - Develop common set of educational outcomes leading into academic majors, and
 - Develop student-centered statewide collection and analysis of data to support student education progress.
5. Conducted research and data collection on best practices and current status of opportunities for students.
6. Engaged Oregon community college leadership in the working group's initiatives, including the creation of task groups co-chaired by community college academic vice presidents and OUS provosts for each of the seven action areas.
7. Completed a draft version of a framework for dual enrollment agreements between community colleges and OUS campuses.
8. Initiated development of a web-based state-wide course articulation system that will enable students to better plan their academic pathways to a degree.

Next Steps

1. Continue to identify best practices that can be used to support development and implementation.
2. Continue work with OUS and community college faculty to assist in the development of a common set of lower division/general education learning outcomes.
3. Work with Joint Boards and legislators to meet policy and resource needs.
4. Continue collaboration between community colleges and OUS campuses to address areas of shortages in key academic courses such as lower division writing.

EDP Working Group

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5. Continue discussions and policy development with K-12 colleagues to increase opportunities for high school students to access college-level courses.
6. Continue positive interaction of OUS with community college and Oregon Department of Education partners in supporting student success.

Relevant Issues for Continuing Dialogue

1. Identifying and creating a statewide network and collaboration that focuses on student success.
2. Creating a comprehensive, statewide approach to increasing student access to college and subsequent success as a long-term effort that requires sustained state and postsecondary support.
3. Sustaining ongoing efforts to identify initiatives that require funding beyond current resources.
4. Continuing leadership from the Chancellor's Office, the Community Colleges and Workforce Development and campuses that result in the successful enrollment and graduation of students from diverse backgrounds.