



Statewide Student Data System

Description: A student-centered K-16 data system to help identify and support strong student academic preparation, to support effective advising, and to support measurement of and accountability for student progress.

Benefits:

- Academic development and preparation feedback to students and their families based upon progress toward community college and university admission standards and requirements. This will lead to more students being prepared to pursue higher education.
- Oregon University System (OUS) admission feedback available as early as 8th grade.
- Easier and faster admission application process to OUS institutions and community colleges through electronic transmission of a standardized high school transcript or Web access to information.
- Feedback to high schools regarding student performance in higher education leading to more informed high school curricular planning and greater student academic preparation.
- Cost savings to high schools and colleges by eliminating the need to print, certify, and mail a transcript.
- Cost savings and greater efficiency for college and university admissions providing electronic data.
- College retention and graduation rates will increase as a result of better-prepared students.
- More students will enroll in higher education because of the earlier and more effective feedback about higher education preparation.
- OUS will send community colleges feedback similar to what is provided to high schools regarding student academic performance for better curricular alignment and practice, which will lead to better prepared transfer students who will graduate sooner and at higher rates from OUS.
- Course placement practices at OUS institutions and community colleges may be streamlined and made more efficient through the expansion of online academic assessment systems to offer placement data replacing more costly placement practices.
- Student self-advising system is provided for all colleges and universities.

Number of Beneficiaries:

- All Oregon high school students and community college students.

Notes:

- K-16 shared data system
- Joint project with Oregon Department of Education, Oregon Community Colleges and Workforce Development (CCWD), and OUS Chancellor's Office
- Prototype development to be completed June 2004 involving Eastern Oregon University, Oregon State University, and Portland State University along with Clackamas, Portland, and Linn-Benton Community Colleges, and the four largest student software vendors that enroll approximately 80% of Oregon students.
- Next-step planning completed.

Cost: (\$XXX K-12, \$YYY CCWD, \$ZZZ OUS). Staffing: Project Manager for two years (1.0) FTE and (.33) FTE administrative support for 2 years.

Student Data System Activity Calendar

FY 2003-04

1. Electronic Data Interchange (EDI), which is a college-to-college student data transfer system, is currently in three community colleges and three OUS campuses—No cost.
2. Prototype development of integrated data system involving OUS, community colleges, and high schools; projected completion June 2004—No cost (OUS federal grant).
3. Continued implementation at some individual campuses of student self-advising and graduation completion tool (Degree Audit Reporting System (DARS), Course Applicability System (CAS), and College Admission and Placement Profile (CAPP)) —No cost.
4. Conduct Technology Enhanced Student Assessment (TESA), which is a K-12 online assessment tool, content review and compare to current placement instruments for possible use in college course placement for current high school seniors and adults returning to college—No cost.
5. Continue infrastructure support and staffing for a joint K-16 integrated data system—Low cost.

FY 2004-05

1. Add EDI software to remaining community colleges and OUS campuses—Low cost.
2. Scale-up K-16 data system to a statewide service—High cost.
 - a. Secure federal and private foundation support.
 - b. Create one-year, post-secondary Internet technology support team to assist all community colleges and OUS schools.
3. Expand student self-advising and graduation completion tool to OUS campuses and community colleges lacking such systems—High cost.
4. Expand TESA to meet college placement needs—Low to high cost.

FY 2005-06

1. Fully implement and support EDI—Low cost.
2. Continue training of school and campus personnel regarding use of K-16 data system—Low cost.
3. Complete expansion of student self-advising and graduation completion tool—High cost.
4. Validate performance of expansion of TESA for college placement—Low cost.

Beyond 2005-06

1. Maintain software for K-16 data system—No cost.
2. Transition software and hardware management to become part of the ongoing organizational cost structures.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost ” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:

- Statewide student data system cited as a top priority by the National Governors Association, State Higher Education Executive Officers Association, and National Center for Higher Education Management Systems.



Dual Enrollment Framework

Description: Set of agreement requirements that ensure dual enrollment agreements between Oregon University System (OUS) campuses and community colleges have a consistent set of necessary components to ensure that they remain student-centered and successful pathways to college completion.

Benefits:

- Increased student access to associate's and bachelor's degree, especially for students from low-income and non-traditional backgrounds.
- Increased efficiency for campus administration of program through less variation in individual agreements.
- Improved articulation of curriculum and learning outcomes resulting in better quality experience for the student.
- Greater stability and effectiveness of agreements through earlier and more collaborative decision making regarding general education and lower division curricular changes.
- Stronger partnership between community colleges and OUS.
- Faster time to degree for students.
- Closer student tracking and advising by community college and university partners.
- Reduced expense and debt to students as a result of lower tuition at community colleges and overall shorter time to degree. (Note Linn Benton CC and Oregon State University dual enrollment agreement estimates a cost-savings of \$4,000 for participating students.)
- Ability of the student to jointly package financial aid from multiple institutions.
-

Number of Beneficiaries:

- All college students who either transfer from a community college (4,000 per year) to OUS or who earn academic credits from a community college and transfer them to an OUS institution (5,000) more per year).

Notes:

- Co-admission—Jointly admitted, tracked, and advised.
- Dual Enrollment—Co-admission plus simultaneous enrollment in multiple institutions while receiving a single coordinated financial aid package from a designated “home” campus.
- There are currently 26 formal agreements between OUS and Oregon community colleges. The agreements are unique to the partnership and may lack some of the essential set of requirements.
- Multiple agreements that vary between the university partners present an administrative nightmare for the community colleges.
- A lack of technology at all participating institutions makes these partnerships costly and labor intensive.
- The Joint Boards Articulation Commission (JBAC), which comprises community college, OUS campus, Community Colleges and Workforce Development, and OUS Chancellor's Office representatives, will identify the essential elements of dual enrollment agreements.
- Elements that may be included are articulation of courses leading to a complete articulation table, electronic data sharing protocols and support, advanced notification and/or consultation regarding changes in curriculum, a financial aid consortium agreement that is approved by U.S. Department of Education, and student advising and support levels for transfer students.
- An agreement is not required for every institution because some have little or no student transfers between them.
- Efficient timing of data transfer is critical for financial aid processing.
- Clarity in admission, enrollment, and financial aid processing is critical to the success of these agreements and maximizes student benefit.

Cost:

- JBAC is an existing work group and can sponsor production of the framework at no additional cost. Development of data sharing system is contained in the “Statewide Student Data System” expenses.
- Project coordination including research, identification of successful models in other states, and facilitation of process for 18 months (.33) FTE. Logistics and staff support (.33) FTE for 18 months.

Dual Enrollment Framework Activity Calendar

FY 2003-04

1. Complete inventory of current dual enrollment agreements—No cost.
2. JBAC review of most recent community college and OUS dual enrollment agreements and extract best practices framework for endorsement in May—No cost.
3. Adopt framework as developed by JBAC—No cost.
 - a. CIA/Provosts; OUS Presidents Council and CC Presidents Council May 2004.
 - b. Completed June 2004.

FY 2004-05

1. Expand number of dual enrollment agreements to include all community colleges—Low cost (technology and articulation).
2. Revise existing agreements to comply with new framework—Low cost if invested in data system (technology and articulation).
3. Continue JBAC review and study framework’s benefit to student success—No cost.
4. Statewide financial aid consortium agreement signed to facilitate more effective processing of financial aid awards.
5. Some institutions may require additional staffing or consultancy to implement.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:

Current Oregon Dual Enrollment Agreements, March 2004

	EOU	OIT	OSU	PSU	SOU	UO	WOU
Blue Mountain	√			√			
Central Oregon			√				
Chemeketa			√	√			
Clackamas				√			
Clatsop							
Columbia Gorge		√					
Klamath		√	√	√			
Lane						√	
Linn Benton			√				
Mt. Hood	√			√			
Oregon Coast							
Portland		√	√	√			
Rogue					√		
Southwestern			√				
Tillamook Bay		√	√	√			
Treasure Valley	√						
Umpqua							

Source: Community Colleges and Workforce Development



Statewide Common Core

Description: Academic outcome based on a set of student skills, knowledge, and experiences that would be accepted for transfer by all Oregon public two- and four-year colleges and universities as meeting comparable general education common core requirements. Core would be stabilized so that curricular drift would be prevented.

Benefits:

- More efficient student progress towards bachelor's degree.
- Better academic preparation for success at all post-secondary institutions.
- Improved graduation rates for all post-secondary institutions.
- Better alignment of core curriculum outcomes.
- Enhanced high school instruction guided by the common core outcomes.
- Ease of student movement between institutions without loss of credit.

Number of Beneficiaries:

- All community college students intending to pursue a four-year degree (60,000) + 60,000 Oregon University System (OUS) undergraduates.

Notes:

- Content and outcome alignment of math and writing courses previously completed. Results need to be reviewed and updated.
- Oregon is one of only five Western states that lack a common general education core.
- Joint Boards Articulation Commission (JBAC) has developed a general framework and declared that Oregon should develop a statewide general education core.
- The joint meeting of OUS Provosts and community college academic deans identified a common core as an area of development in February 2004.
- Campuses need to have the time and opportunity to assess student academic progress.
- Establish a process that has a set timeframe for completion.
- Look to use professional facilitators to keep process on track.
- It may be more productive to begin process by looking at skills, knowledge, and background by specific academic major and then identify areas of commonality.
- Can there be a milestone marker (certificate) that is awarded to students who complete their general education requirements? JBAC question (March 16).
- It may be possible to build upon the Associate of Arts/Oregon Transfer (AA/OT) core and look at outcomes by distribution areas (criteria).
- There may there be a need for an arts-oriented and a science-oriented core? Associate of Arts and Associate of Science?

Cost:

- To be determined, depending upon process to support active faculty participation from all community colleges and OUS campuses in all disciplinary areas.
- Staffing: Project Coordinator to conduct research and facilitate faculty meetings in discipline areas (.67) FTE for 18-24 months and (.33) FTE administrative support for 18-24 months.

Statewide Common Core Activity Calendar

FY 2003-04

1. Design common core development process (include JBAC, Interinstitutional Faculty Senate, Academic Council, and Community College Academic and Student Services Deans, and Presidents' Councils)—No cost.
2. JBAC prepare background research and identify other successful models in other states including Arizona's common core model —No cost.
3. State Board of Education and State Board of Higher Education endorse policy in response to JBAC recommendation of statewide general education core.

FY 2004-05

1. Implement statewide process with active faculty involvement—Low cost
2. Publish results of common core development sessions on Internet and for faculty use—Community Colleges and Workforce Development and OUS.
3. Adoption by OUS and community college campuses of a statewide common core.

FY 2005-06

1. Campus curriculum revisions, if needed—No cost.
2. JBAC review and follow up—No cost.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances "no cost" and "low cost" require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:

Proposed Features of the Oregon General Education Common Core

1. Includes major areas of knowledge as stipulated by the Northwest Commission on Colleges and Universities (Policy 2.1).
2. Based upon widely accepted general education outcomes (knowledge, skills, etc) and not specific sets of courses.
3. Universally transferable among all Oregon public colleges and universities and participating private institutions.
4. Allow components of the core to be earned at multiple institutions while also being fully transferable among participating institutions.
5. Complement general education and distribution requirements of current AA/OT degree.
6. Provide institutional autonomy to identify how its curriculum addresses the outcomes yet ensures full transferability for students.
7. Have strong links with work that has been completed for the Proficiency-based Admission Standards System (PASS).

Source: JBAC General Education Core Curriculum Task Force, March 2004



High School Accelerated Curriculum Menu

Description: Creation of a variety of curricular options that results in students from every Oregon public high school having the opportunity to enroll in a rigorous accelerated academic course that could result in the earning of college credits before college matriculation.

Benefits:

- Greater academic preparation of high school students for higher education.
- Increased retention and graduation rates as a result of increased preparation.
- Faster time to degree due to the earning of college credits and higher level of preparation.
- Reduced student debt resulting from faster time to degree.
- More students enrolling in higher education because of greater visibility and frequency of students in the high school succeeding in college-level courses.
- Improved access to college for low-income and minority students.
-

Number of beneficiaries:

- Every Oregon public high school student—171,000.

Notes:

- To be truly successful, accelerated learning options must be made available to all students.
- In some school districts and states, every student is expected to enroll in at least one accelerated course while in high school.
- The menu approach provides high schools with maximum flexibility in implementing programmatic approaches that best serve their students.
- There are two basic categories: single and curriculum-based courses.
- Single course options include Advanced Placement (AP) and College Credit Now.
- Curriculum-based options include Early Options (Jump Start), International Baccalaureate (IB), and Middle College.
- The curriculum-based approach, if implemented, could be more sustainable and benefit more students.
- Early Options is based upon the highly successful Running Start program in Washington. It has a history of legislative interest in Oregon, but funding impact upon high schools has been an issue.
- The Oregon Department of Education (ODE) received a federal grant based upon a three-year collaboration with OUS to increase the number of low-income students who take AP or IB.
- There are three Middle Colleges in Oregon: Clackamas CC, Mt. Hood, and Portland CC.
- College Credit Now enrolled more than 10,000 students in academic courses in 2002-03.
- AP is in approximately half of Oregon high schools, most often offering a single course.
- IB is in 15 Oregon high schools.
- Small and rural high schools are least likely to offer an accelerated course opportunity.
- Distance education (online) courses may address the access gap.
- Inventory of all current accelerated learning opportunities in Oregon high schools.
- Upper level course offerings in high schools have been reduced in response to budget cuts.
- Funding secured by OUS and ODE to host statewide roundtable on May 25, 2004, regarding expanding accelerated learning opportunities for students.
- Develop policies to encourage community colleges at the local level to allow advanced student placement and /or dual credit as a result of AP and IB as well as College Credit Now.

Cost: Low to moderate. Staffing—Project Manager (1.0) FTE logistics and staff support (.33) FTE for two years.

9/8/2004

High School Accelerated Curriculum Menu Activity Calendar

FY 2003-04

1. Conduct statewide inventory of accelerated learning opportunities—No cost (completed March).
2. Continue implementation of ODE federal grant to increase the number of low-income students who take AP or IB courses—No cost.
3. Conduct statewide roundtable with key policy makers to increase the opportunities for students to take accelerated courses and discuss policy framework for community college acceptance of all menu option—No cost (Western Interstate Commission on Higher Education funding secured).
4. Train additional qualified high school teachers to offer community college courses—Low cost.
5. Identify other funding sources to support Middle College and Early Options—No cost.

FY 2004-05

1. Increase the number of students successfully completing an accelerated course—Low cost.
2. Expand and develop prototype Middle College—Low cost.
 - a. Maximize resource opportunity offered by ODE and Community Colleges and Workforce Development to promote Middle Colleges—No cost.
3. Prototype Early Options in small number of locations—Low cost.
4. Add online courses for AP and College Credit Now instruction to increase statewide access—Low cost.
5. Link to developing Education Service District consortium and community college online delivery—No cost.

FY 2005-06

1. Review progress and success rates of prototypes—No cost.
2. Plan expansion of Middle College and Early Options—No cost

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost ” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:

Oregon Public High School Accelerated Learning Opportunities for Students



Online Education

Description: Use of the Internet and other modes of transmission to provide students in all parts of the state with access to college- and high school-level courses.

Benefits:

- Greater access to academic courses for students.
- Better flexibility for students to take a broader range of courses to better fit the students' schedule.
- Faster time to degree.
- Addresses expansion of options in high demand areas.
- Greater academic preparation of students for college.

Number of Beneficiaries:

- All Oregon students: high school and post-secondary.

Notes:

- Oregon Network for Education (ONE) currently provides course-offered information on a majority of distance delivered college courses in Oregon.
- The community college statewide host/provider network (supported at Chemeketa CC) provides access for thousands of online and distance learning students annually <<http://online.chemeketa.edu/>>.
- Nearly all public post-secondary institutions offer online courses.
- Chemeketa CC and Eastern Oregon University are national leaders in provision of online courses and degree programs.
- Online courses provide the same quality in terms of learning outcomes as traditional onsite courses do.
- Many high schools are using online courses to supplement curriculum limitations.
- Online courses provide institutions and students with far greater scheduling flexibility because classroom space does not need to be scheduled.
- Hybrid models such as Chemeketa CC's blend the best of online and onsite classes.
- There are some content specific limitations, such as laboratory experiences, that cannot be offered online yet because of either high cost or technology limits.
- Opportunities may exist to expand offerings by matching excess technology capacity in one college with available teaching capacity in another (see Chemeketa CC and Western Oregon University in Writing).

Cost:

- Instructional cost in some academic areas may be comparable to traditional classroom-based instruction.
- Cost estimate pending.

Online Education Activity Calendar

FY 2003-04

1. Conduct audit of course offerings and cost to offer additional sections by examining ONE Web site, CC host/provider Web site, CC study, and Oregon University System study—No cost.
2. Conduct statewide inventory of technology capacity and instructional capacity to identify opportunities for expansion of course offerings without having to hire more faculty or invest in more technology infrastructure—No cost.
3. Research current impact and identify areas of need—No cost.
4. Expand course offerings to meet high demand areas by providing faculty additional training and infrastructure—Low cost.
5. Identify best practices nationally—No cost.

FY 2004-05

1. Create more online course to meet student demand—Low cost.

FY 2005-06

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost ” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:



Student Retention

Description: Providing a set of services and support that increases student opportunities for successful completion of a bachelor's degree.

Benefits:

- Increased college graduation rates.
- Increased student learning as a result of more consistent student progress towards the degree.
- Increased number of skilled workers in Oregon.

Number of Beneficiaries: More than 1,000 entering resident undergraduates each fall who do not complete their degree at Oregon University System (OUS) or do not transfer to another college or university; measurements of retention/persistence for community college students are needed to identify effective strategies and incentives for institutional success.

Notes:

- Retention is the product of many factors including student preparation, college affordability, initial degree objective, enrollment pattern, and connectivity to campus.
- The OUS six-year undergraduate completion rate for fall 1995 entering first-time freshmen was 55.5 percent.
- There was significant variance depending upon the OUS campus.
- Students transferring from an Oregon community college had a comparable graduation rate to those students who completed their first year at an OUS institution.
- One-third of OUS undergraduates who failed to complete their bachelor's degree at an OUS institution transferred to another college or university (fall 1995 entering class).
- The majority of retention loss occurs in the student's initial year in college.
- Student support services, including academic advising, have experienced significant reductions in staffing at colleges and universities nationally and in Oregon as a result of reductions in state funding for higher education.
- Successful articulation results in "smoothing the flow" for students between campuses.

Cost: To be determined, depending upon the type of activities identified.

Student Retention Activity Calendar

FY 2003-04

1. Engage in a series of fact-finding discussions with campus student affairs staff and faculty—No cost.
2. Use the National Student Clearinghouse data to research the enrollment and graduation patterns of undergraduate students who have left OUS institutions to more accurately measure dropout and graduation rates—No cost (April 2004).
3. Council of Student Services Administrators (task team work to be reviewed and dispersed, Richard Thompson)—No cost.
4. Identify best practices in Oregon that may be replicated at other campuses—No cost.
5. Conduct research into national programs that have achieved success—No cost.
6. Produce a summary of findings and best practices for distribution—No cost.
7. Update inventory of OUS and CC campus best practices and disseminate examples to all campuses—No cost.
8. Identify next steps.

FY 2004-05

1. Implement identified next steps and needed resources

FY 2004-05

1. Invest for student success strategies to ensure best retention practices.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Greatest Influences on Chances of Receiving a Degree, Once Enrolled

- College grades.
- Continuous sequence of attendance.
- Full-time attendance.
- Student interaction with peers, participation in campus activities, interaction with faculty, and advising.
- Living on campus.
- Certain types of financial aid.

Source: “Getting Through College: Voices of Low-Income and Minority Students in New England,” The Institute for Higher Education Policy, February 2001.



Other Activities

Description: Campus and statewide efforts that support the effort to increase the enrollment of students in college and enhance preparation for college.

Benefits:

- Increased student enrollment in college.
- Increased awareness and understanding of the importance of college for the students and the state of Oregon.
- Improved coordination of pre-college programs to provide a more effective platform for student success and development.
- Increased access to college for low-income, 1st generation, and other underrepresented students.

Number of Beneficiaries: All middle and high school students and their families.

Notes:

- Expand the use of Web marketing as a method of informing students and their families about college. Must include material in multiple languages.
- Develop statewide marketing and information campaign to promote college access and enrollment. Include in the campaign information on opportunities such as online education, accelerated learning opportunities, financial aid and scholarships, and the importance of a college education.
- Coordinate the efforts of programs such as TRIO (which is a federal educational opportunity outreach program designed to motivate and support students from disadvantaged backgrounds) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs, which is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education) that work with many of the same low-income communities.

Cost: To be determined.

Other Activities Activity Calendar

FY 2003-04

1. Expand use of Web marketing to inform students and parents about college by reviewing Web sites currently successful in their content and format—No cost.
2. Study feasibility of developing statewide marketing and information campaign to promote college access and enrollment—No cost.
3. Coordinate and maximize GEAR UP and TRIO programs by holding statewide program directors meetings to better coordinate efforts—No cost.

FY 2004-05

1. Expand college Web sites to support best practices—Low cost.
2. Implement statewide marketing and information campaign promoting college access and enrollment—Low cost.
3. Continue to cooperate and support submission of new funding requests built upon GEAR UP and TRIO partnerships—No cost.

FY 2005-06

1. Maintain content of Web pages created—Ongoing costs.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost ” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:



Incentives for Earlier Graduation

Description: Incentives to students and academic departments to foster more students completing their undergraduate degrees in a timelier manner.

Benefits:

- Faster completion of education.
- Less student loan debt.
- More access for new students as a result of more efficient educational cycle.
- More student access to high-demand majors.

Number of Beneficiaries: All undergraduates.

Notes:

- Incentives would be for students, colleges, and universities.
- Student incentives could include such items as priority course registration for final academic term or tuition scholarship for students who may graduate in less time than the average for their major.
- Need to balance relationship between access and preparation level of incoming students.
- In Oregon University System (OUS), campus or department incentives could include Resource Allocation Model (RAM) adjustments or other financial incentives.
- Average time to degree would need to be calculated for each major and university.
- Requires adequate data system to support both average time-to-degree calculations and accurate identification of students who may qualify for incentives.
- Must include community college articulation and partnership success.
- Continue to encourage community college to use their tuition waivers and secure additional resources whenever possible.

Cost: Depends on incentive levels. One million dollar pilot project in highest demand areas.

Incentives for Earlier Graduation Activity Calendar

FY 2003-04

1. Study feasibility of giving fee remissions to students who complete college early—No cost.
2. Give students in final term priority registration to ensure they receive the courses needed to graduate—No cost once data system in place (see Course Applicability System /College Admission and Placement Profile).
3. Determine if RAM should be adjusted to reward faster graduation by studying its feasibility and economic impact—No cost.

FY 2004-05

1. Continue reviewing other advantages to giving incentives for earlier graduation and implement if appropriate—No cost.
2. If RAM is adjusted, conduct policy review and make appropriate modifications to reward faster graduation time—Low cost.
3. If RAM is adjusted, conduct policy review and make appropriate modifications to provide students fee remission incentives for early completion—Low cost.

FY 2005-06

1. If appropriate, implement RAM adjustments and other incentives that reward faster graduation time—No cost.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost ” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

Relevant Data:

- Some students say they stay longer because state budget cuts have forced colleges to cut back on the number of courses they offer, making it difficult to graduate in four years. Many students can afford to attend college only part time.
- What appears to work best is offering students information and advice on how not to take unnecessary courses in the first place.
- More than one-third of college students who graduated in the 1999-2000 academic year took either five or six years to complete their bachelor’s degrees. Such students, sometimes derisively called “professional students,” take up valuable seats in the classroom that could go to other students who need them more.
- The University of Florida started a program in 1996 that guarantees a slot in any course required for a student’s major, and students can track online to see how long it would take them to graduate if they change majors. The university then saw its graduation rate jump from 38 percent to 50.8 percent from 1990 to 2002.

Source: “Please Leave Already,” *The Chronicle of Higher Education*, February 6, 2004.



Transfer and Accelerated Learning Incentive Scholarships

Description: Two types of scholarships to students

- Scholarships for community college students to support successful transfer to an OUS campus
- Incentive to current middle school students to take rigorous courses that lead to receipt of college credit while in high school.

Benefits:

- Increased access to college from improved affordability.
- Shortened time to degree due to decreased need for students to work while in college.
- Increased preparation of students before college entry results in greater student success in terms of graduation rate and shorter time to degree.
- Opportunity to further develop OUS/community college partnerships through the use of scholarships in a strategic manner.
- Additional financial support for students.

Number of Beneficiaries:

- Depends upon the amount of increased fee remission authority, resources that could be targeted for CC and university scholarships, and the average award amount.

Notes:

- Oregon legislature placed an expenditure limitation upon the OUS fee remission program, setting it at eight percent of total tuition revenues. This resulted in a \$7.5 million reduction in the fee remission program.
- In 2001-02, excluding the limited number of students participating in international student exchange programs, more than 91 percent of fee remissions were awarded to undergraduate students who were also eligible for federal need-based financial aid.
- The OUS scholarship program would be another campus-based fee remission program with administration by the campus; resources would need to be identified for CC scholarships
- Could be modeled on national GEAR UP scholarship model.
- OUS Board would approve goals and parameters of the program.
- This program would secure additional expenditure authority for these targeted initiatives, but not at the expense of current fee remission programs.
- It is possible that the new scholarships could be implemented on a trial basis. Middle school incentive scholarships could be targeted at schools that send a low percentage of students to college; thus there would not be a diversion of tuition revenue from students that are already capable and willing to pay a higher amount.
- Explore the efficacy of staggering the award years and duration (e.g. two-year awards to college juniors or a one-year award to college seniors) to address affordability and retention.
- Scholarships for community college transfers could also be targeted for students who attended community colleges that sent a low number or percentage of students to OUS.
- Investigate placement of this issue into ASET (Access Scholarships for Education Trust) design deliberations.

Cost: No general fund expense for OUS, but \$7.5 million increase in expenditure limitation plus resources for CC scholarships.

Transfer and Accelerated Learning Incentive Scholarships Activity Calendar

FY 2003-04

1. Planning and scholarship design including eligible school selection—No cost.
2. Create small advisory workgroup of enrollment management professionals—No cost.

FY 2004-05

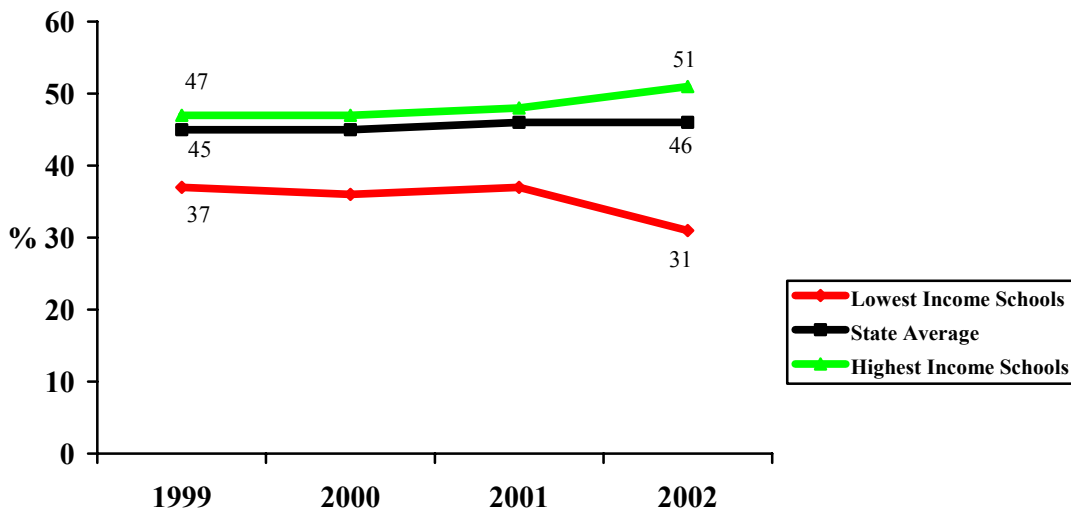
1. Initial offering of scholarships to middle school students. No awards for six years—No cost.
2. Initial offering to community college students—No cost.

FY 2004-05

1. Continued offering of scholarships to community college students—No cost.
2. Continued work with middle school students to support continued academic development—No cost.

Note: Cost designations such as no, low, or high address the expense to the Oregon legislature to support the possible activity. The cost designations have not been fully defined. They are useful as relative indicators of cost. In many instances “no cost” and “low cost” require reallocation and continued staffing. These designations will be replaced with actual cost figures as the project analysis develops.

**Enrollment in Oregon Colleges by High School Poverty Level 1998-2002
(By Participation Level in Federal Free or Reduced Lunch Program)**



Sources: Oregon Department of Education and Oregon Student Assistance Commission