



**Oregon State Board of Higher Education  
Student Participation and Completion Committee**

March 21, 2008, 3-5pm  
PSU, Smith Memorial Student Union, Room 338

**MEETING NOTES**

**In attendance:** Brian Fox, Sally Hudson, Nan Poppe, Robert Mercer, Chris Cronin, Eda Davis-Lowe, Dalton Miller-Jones, Karen Edmonds, Diana Sloane, Dave McDonald, Tamara Henderson, Emilio Hernandez, Patrick Burk, Jon Joiner, Larry Roper, Algie Gatewood, Mark Endsley, Bob Turner. By phone: Joanne Sorte, Hilda Rosselli, Gayle Yamasaki, Lisa Pinheiro, Bridget Burns, Stephanie Carnahan, Ruth Keele. Staff: Di Saunders, Melanie Bennett.

**Meeting notes:** Melanie Bennett.

The meeting was called to order at 3:10pm. Dalton Miller-Jones welcomed the group, and thanked them for attending. He noted the high turn-out for this meeting. After meeting attendees introduced themselves, an overview of the agenda was given.

The first order of business was a review of the Committee's charter. Dalton Miller-Jones explained that the group's goals are ambitious and very important to the success of higher education in Oregon over the next several decades. That may seem overambitious, but what the subcommittee members heard over the last six months in the community meetings has charged us with the feeling that we need to address these issues if we're going to improve the quality of life in Oregon. Their voices were eloquent and impassioned, and we were moved. The State Board of Higher Education was also moved, and they decided to make our subcommittee a standing committee, which speaks to the value they place on this work. The scope of work we're outlining in this charter attempts to capture our aspirations for the next two years.

Di Saunders suggested adding verbiage about implementation to strengthen the document. Dalton Miller-Jones proposed inserting "implement" in item two. He asked if the group agreed with that, and they did. Bob Turner said the charter needed to include something about reporting back, both to the Board and the Legislature. The charter is heavy on planning and performing, but not as strong on implementing and reporting back.

Di Saunders asked if the charter sufficiently reflected performance metrics. Ruth Keele replied that she thought it did. Di Saunders suggested adding "report back" under item seven. Dalton Miller-Jones suggested adding "based on performance indicators" and "develop a framework to address, monitor, and report back to appropriate authorities." The group agreed. Patrick Burk clarified that as a standing committee, we need to follow rules of order. He made a move to accept the charter. Dalton Miller-Jones asked for those in favor, and the group unanimously approved.

The next order of business was a review of the committee's Policy Option Package (POP) draft document. Dalton Miller-Jones suggested that the group walk through each portion of the POP with two notions: one, what is missing and needs to be added, and two, are the dollar amounts appropriate to the task. He explained that this document is our internal working document, and won't go to the Board. What will go to the Board is a prose version that will contain background information and data. He added that the committee members' comments were worked into the document, to the extent possible.

Starting with item 1.1, Di Saunders reported that the summer bridge programs were moved from item 1.4 to item 1.1. Because item 1.1 includes the community colleges and all seven Oregon University System (OUS) institutions, Di Saunders said that we need to talk with leadership at the Oregon Department of Education (ODE) and community colleges about their POPs to make sure we're not duplicating efforts or

double-dipping. Chancellor's Office staff will do that. Patrick Burk said that the ODE will have some POPs, and there could be some potential overlap with the GoCollege item. Bob Turner asked if that potential overlap will be discussed at the Joint Boards meeting. Patrick Burk replied that it would, and added that they are looking at funding early adopters of the new high school diploma, so while there is some overlap, there's no conflict.

Dave McDonald suggested that we involve the Oregon Student Association (OSA) in this. They are a powerful voice, and could help us prioritize. Tamara Henderson agreed, saying they can help us and we should look at them to find areas of cooperation. Dalton Miller-Jones reminded the group to feel free to invite additional participants to these committee meetings.

Eda Davis-Lowe said that the document mentions the Oregon Pre-engineering and Applied Science Initiative (OPAS) through the Engineering & Technology Industry Council (ETIC), but that it might be helpful to have similar language in the two packages. OPAS focuses on certain degrees, but the work is still complimentary. Di Saunders added that she and Eda are on the OPAS steering committee, so they will make that a focus.

Patrick Burk shared with the group that last week Oregon awarded a contract to the College Board to provide the Preliminary Scholastic Aptitude Test (PSAT) to all sophomores starting next year. Every student having a PSAT score means a potentially larger group of students eligible for Advanced Placement (AP) coursework will be identified. Mark Endsley added that the pre-ACT test (the ACT PLAN) links as well, so whether they use ACT PLAN or the PSAT, the AP pool will be expanded.

Patrick Burk continued by saying that the data show that many students of color do not take AP classes, even though their PSAT and ACT PLAN test scores show they could. Mark Endsley noted that even though those classes aren't linked to a dual credit program, it's helpful to identify those students who are ready for rigorous coursework.

Dalton Miller-Jones asked if providing the PSAT is optional for school districts. Patrick Burk said that it is a requirement, but that the state is paying for it. Mark Endsley added that the students can make their names available to college recruiters based on their test scores, and we're checking now to see which OUS schools tap into that data.

Dave McDonald asked if any high schools are using that data in a meaningful way. Patrick Burk responded that that's why he brought it up, to see if some capacity-building grants would fit in item 1.1. Some districts are using the data, but some don't know what to do with it. Those districts need coaching and support so they can learn to use the data to help their students. We need more systemic capacity, because there aren't enough counselors. The data should be in bilingual format. Could it be tied to the Shared Responsibility Model (SRM)?

Di Saunders asked if that was more of an ODE issue, and Patrick Burk said that they are looking at it. Dalton Miller-Jones asked if there are alternative communication methods built into getting the PSAT scores out to students and their families. Patrick Burk responded that the parents will get a packet that will contain the score, what the student's strengths and weaknesses are, what classes they should look at taking, and what careers they should look at. But how well prepared are teachers, counselors and students to really read and understand this?

Sally Hudson shared that PSU is working to join a national dual-credit consortium so that they will have increased legitimacy with other colleges in accepting the credits. Dave McDonald asked if this lines up with the community colleges' concerns that dual credit courses aren't up to their standards. Bob Turner noted that according to OUS data, students that take dual credit courses in high school do well when they go on and take the next course in the sequence at a community college or OUS school, so they are learning during the dual credit experience.

Chris Cronin asked if the committee had a position on preferring either AP or dual credit. Dalton Miller-Jones said no, the committee does not have a position on a preference for one or the other, our position is on the availability of these opportunities to everyone.

Diana Sloane told the group that she appreciates the efforts being discussed, and that she has a question on ODE's work on the new diploma requirements. How does that play out to the alphabet soup of programs that we have implemented over time because high school students aren't ready for college? Dalton Miller-Jones asked to hold that important question until after the POP discussion was done.

Continuing on to item 1.2, Nan Poppe said that there is so far to go, and we need to do things differently. The amount of money proposed for this item is not enough to make a significant difference. OUS and the community colleges need to work together on this, regionally or statewide, so we can reach every middle school student. Dalton Miller-Jones asked if we should set up a structure to work on this collaboratively. Nan Poppe said that each group pooling their limited resources would allow us to do more. Dave McDonald added that community partners should be included.

Di Saunders asked if the Oregon Community College and Workforce Development Board (OCCWD) would be putting this forward as a POP. Nan Poppe answered that she wasn't sure, but that Dalton Miller-Jones and Cam Preus of the OCCWD could meet together to figure that out. Dalton Miller-Jones agreed, and said he felt there is an expectation for OUS and the community colleges to form teams around this, with a designee at each campus working on it. The details will need to be determined later. Dave McDonald said the goal isn't to get students to "our" college, but into higher education in general.

Dalton Miller-Jones shared that in their community meetings they heard that people would like to apply to "OUS" instead of all the individual universities. Dave McDonald said that OUS used to have a common application, but that Measure 5 eliminated it. He added that the California system has a single application. It's not hard to do technically, but it is hard to do politically. You have to ensure that there is not a tiered system of the schools. Brian Fox asked if it could be a common application with a header indicating the school you're interested in.

Mark Endsley stated that one roadblock to a common application is that the schools have different application requirements. Bob Turner said that there is a national application for students who want to go to medical school, so that could be a model to look at. Mark Endsley added that the schools could agree to common expectations, and Dalton Miller-Jones said that the schools don't have to level out their expectations, but should have a core of common expectations.

Joanne Sorte asked if there could be a system available to at least track the common components. She said she thinks that having to complete multiple applications for OUS schools is holding people back, because it's so time intensive for students and their parents. Algie Gatewood responded by saying that North Carolina has a common application, and that several years ago, Oregon put something like this together on a website. It was one application and one set of financial aid paperwork, going through one office. Dave McDonald said that this was the Oregon Mentors website seven years ago. It covered OUS, the community colleges, and the private universities. But it was never truly a single portal, and it wasn't marketed and wasn't embraced by the universities.

Dalton Miller-Jones asked if we could put together a small working team to look at what the problems are, and the strategies for getting it implemented on the campuses. Tamara Henderson stated that the common application should not just be online, especially for rural and low-income people. Dalton Miller-Jones agreed, and said that there would have to be multiple delivery methods.

Patrick Burk asked how this idea fits into the POP document. It is an excellent idea, but complicated, and probably outside of what we're discussing now. Bob Turner agreed that it is a worthwhile idea, and perhaps this POP is more investigatory. Dalton Miller-Jones agreed. Di Saunders said that the POP

partially addresses this, by looking at other states' systems to create a single portal. Although that was more for general information than for the application, the application could be added.

Moving on to item 1.3, Dalton Miller-Jones asked for comments. Emilio Hernandez said that Nan Poppe's comments covered item 1.2 through item 1.4, and he agreed with her. Dave McDonald asked if it would really cost this much money. Di Saunders responded by saying that we wanted this program to be deep, and provide a real impact, which is why we asked for that amount. Dave McDonald said that campuses should already be doing this work. Dalton Miller-Jones agreed, but that more needs to be done, so we need to provide resources and an incentive to make that happen. Di Saunders added that campuses have lost staff in these areas. Dave McDonald said that was a campus decision.

Lisa Pinheiro said that she had noticed the amount as well, and that the explanation of need for this money would need to be thoughtful and well crafted. Di Saunders asked if we should attach some results to this item. Lisa Pinheiro said yes, that the Legislature expects that now. But she added that the Legislature doesn't understand the problem. We need to educate them on why this is an obstacle, especially for rural students.

Di Saunders asked if we should decrease the dollar amount. Dave McDonald suggested that perhaps items 1.2 and 1.3 could be combined. Brian Fox said that there are frustrations with the short turnaround the Legislature expects. We need to emphasize that this is a long-term investment. Lisa Pinheiro added that performance measures will help that.

Brian Fox asked if we could work with ODE to look at college aspirations and start the planning earlier. Patrick Burk answered that this is part of the new diploma requirements. Starting in 9<sup>th</sup> grade students will identify their post secondary plans. But it's tricky, because kids say they want to go to college, but it ends up not happening for many reasons. We need to address the cultural factors behind these decisions. Is there a culture of college-going?

Di Saunders asked if we should combine item 1.3 and item 1.4. Tamara Henderson suggested adding the 2<sup>nd</sup> bullet in item 1.2 to item 1.3. Di Saunders agreed, as there are similarities between the two. That would also address the budget concerns, and our desire to work with the community colleges. Tamara Henderson added that we need to include existing programs as well, to give them more funding. Di Saunders agreed, and said that was in item 1.1.

Dalton Miller-Jones asked if item 1.3 and item 1.4 should be combined. Patrick Burk said that for students from minority communities, they don't see a lot of other students, staff or faculty that look like them. And that is important to these students, along with having a safe and culturally supported place to gather. Di Saunders agreed, and said that was under item 2.1 regarding retention. She also reminded the group that these dollar amounts will be whittled down, as well as the total number of items. We'll have to prioritize them before they go to the Board. And it will have to be simplified for the Legislature.

Di Saunders asked if we could skip item 1.5 since the Oregon College Access Network (ORCAN) might be working on it. Karen Edmonds said that ORCAN is definitely interested in this. Dalton Miller-Jones asked if she could confirm that. She agreed. Dalton Miller-Jones then asked Robert Mercer if he could get information on dual credit to this group. He agreed. Dalton Miller-Jones asked if ODE has reported that data yet. Patrick Burk said they're working on it.

Dalton Miller-Jones then asked for feedback on item 1.6. Tamara Henderson asked if item 1.6 fits into item 1.7. Di Saunders explained that it was meant specifically to train counselors and other staff. Hilda Rosselli said that when she speaks with counselors, their main concern is the lack of time they have to spend directly with each child. Could we come up with a model to train volunteers to assist in that capacity? There aren't enough counselors to really connect with the kids. Karen Edmonds said that is the model of ASPIRE. Hilda Rosselli asked if ASPIRE could be expanded. Karen Edmonds responded

yes, it is a statewide network of people volunteering to help high school students in a counselor/career counselor function.

Bob Turner said we shouldn't get rid of this item just because there's already one program. Di Saunders agreed, there is a real need for sharing of information and best practices. Eda Davis-Lowe said that if you want to reach families, you need to reach preK—so people who work with those groups need this information as well. The need is broader than ASPIRE, which was why this was included.

Dalton Miller-Jones said the data piece is in here because we need to know what the impact is of all of these pre-college programs. Do we have the data to support our statements that they are successful? Part of this item was to expand that capability. Karen Edmonds stated that if item 1.6 remains, we should add the Oregon Student Assistance Commission (OSAC) as a partner. Diana Sloane identified three models in this document to look at. But with all of them, trying to track results is difficult. What is the goal? Dalton Miller-Jones responded that the goal is for every student to have the opportunity to get assistance.

On item 1.7, Di Saunders explained that the goal is to restart the Post-High School Plan Survey, which was eliminated from the Chancellor's Office in past budget cuts. The universities are asking for the data that it used to produce, but the Legislature is reluctant to add staff to the Chancellor's Office. Patrick Burk agreed that our data in this area is weak. Dalton Miller-Jones stated that the sample size of the report is troublesome, because it's so small.

Ruth Keele said that our populations are fairly small, so it's difficult to reach enough people to get a valid sampling. Dave McDonald responded that there are already databases out there for this, and some of the schools use them already, so why don't we use those for the system? Patrick Burk added that there are private groups who do this as well. Dalton Miller-Jones asked Dave McDonald, Patrick Burk, and Ruth Keele to meet to discuss this.

Jon Joiner asked if there is a high school consortium to tap into. Patrick Burk replied that the closest thing is the high school principals' consortium. Emilio Hernandez said that many kids in this generation want to see the world. The fact is that they want to leave Oregon for college, and they might not come back, that's their choice. Bob Turner replied that that is exactly why we need to figure out how to get other states' high achievers to our colleges. Di Saunders suggested that this discussion be tabled until it could be discussed with ICAR, as this was their idea.

On item 1.8, Bob Turner said that he and Dalton Miller-Jones needed to discuss this item before it went to the group for input. On item 1.9, Bob Turner said that he has a handout to share that went to the Provosts' Council. He is having conversations with the OUS Deans of Education, and is also creating an agenda for a further discussion that will take place on May 3<sup>rd</sup>. From these discussions, a work plan will be created. That will end up as a POP and go to the Board in June.

Bob Turner continued by saying that the first item is quite interesting, it's crafted on the ETIC model funding strategy, and will look at collaborations with college faculty to assist K12. The other items are "matching needs and resources", "partnerships and professional development", "assessing student learning", "involving arts and sciences faculty", "recruiting and retaining educators", and "following the educator's career". Any comments on these items can be sent to Bob Turner.

Jon Joiner asked if item 1.8 and item 1.9 overlap. Bob Turner replied that they do, but they differ on assessment. They're looking at what the assessment should be as a starting point, and also looking at creating a standing body to review the new diploma standards. Dalton Miller-Jones suggested giving faculty a three year term to serve on that committee. They could inform the high school preparation debate, and at the college level, the teacher preparation debate.

On item 1.9, Dalton Miller-Jones commended Bob for doing a thorough job, but noted that there may be too much detail. The passion point on this was that the teaching force in Oregon does not seem able to bring students to the level of preparation necessary for college. We need to address that with this proposal. Hilda Rosselli asked if this will be looking at cultural competency. Dalton Miller-Jones replied that it would, that it needs to be highlighted, and it won't move forward until after the May 3<sup>rd</sup> meeting.

Dalton Miller-Jones asked for comments on item 2.1. Dave McDonald stated that it is problematic to fund this unequally. Di Saunders noted that it says "could be". Dave McDonald suggested removing that sentence, so it's fairer. Di Saunders agreed, and added that it will be totally outcome based. Jon Joiner asked why the sentence read that way. Dalton Miller-Jones replied that it was just an example. Joanne Sorte said she was fine with the sentence.

Dalton Miller-Jones reminded the group to read through the prose version very carefully when it's completed, to make sure you agree with it. Di Saunders said that the wording could be replaced with a range. Brian Fox said that success should be rewarded, but struggling campuses also need funds so they can improve. Joanne Sorte stated that the larger campuses don't get a cost relief because they're larger, the issues compound with numbers. Dalton Miller-Jones replied that he agreed with the idea of inserting a range, and that funding could correspond to scope.

On item 2.2, Di Saunders explained that it is part of another committee, the Portland Higher Education Committee, but that this committee will be vetting other groups' POP ideas. The idea behind this item is to set up "university centers" which would allow students to get four year degrees from an OUS institution at a community college facility. Chris Cronin said that Eastern Oregon University (EOU) already does something similar, and it works well. Robert Mercer added that this would benefit adult learners quite a bit, and will help Oregon achieve the goal of having 40% of the population become college educated. It's important to remember the needs of adult learners in our projects.

Chris Cronin continued by explaining that EOU has 14 regional centers around the state, most in partnership with a community college, and that they have eight full degree programs that students can complete online. Dalton Miller-Jones replied that students in Burns don't know about that. Chris Cronin said that the programs tend to focus on adults. It doesn't address all needs, but it is one resource.

Tamara Henderson asked if item three eliminates the cap. Dave McDonald replied that it does. Di Saunders added that item three is not part of this committee's POP, but is in here for reference.

Mark Endsley said that he recently spoke with George Pernsteiner, and the Chancellor would like OUS to host the site for college planning, working with our partners to accomplish that. Di Saunders asked if that is part of item 1.2. Mark Endsley replied that it is, but it's a slight change in that OUS will be a managing partner, not a passive participant. Dalton Miller-Jones asked Mark Endsley to provide more information when it's available. Di Saunders recommended he work with Stephanie Carnahan on it.

Patrick Burk asked if ODE's funding for AP testing could link in with Stephanie Carnahan's survey. Di Saunders said that this item is on the list because they heard from the communities that they want it, but that doesn't necessarily mean OUS will be the one to drive it.

Dalton Miller-Jones asked the group to keep thinking about these ideas. In about two weeks there will be a new document to look at, and we'll ask for your comments on the prose version. Di Saunders added that the group will meet again in April, during the week of April 14-18. Endi will email an invitation. Endi is also working on putting together a report from the community meetings, and the symposium. After we're done with this POP phase, we can determine what our long-term plan is on these items.

Di Saunders continued by saying that the group didn't have time to discuss Stephanie Carnahan's survey work, or Ruth Keele's work on performance measures. Information will be distributed on those via email, and updates will be provided at the next meeting.

Dalton Miller-Jones thanked everyone for coming. The meeting adjourned at 5:20pm.