



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

April 18, 2008

Portland State University, Urban and Public Affairs, Room 710

MEETING NOTES

Attendance:

Committee members and staff in attendance: Larry Roper, Hilda Rosselli, Diana Sloane, Bridget Burns, Chris Cronin, Di Saunders, Dalton Miller-Jones, Endi Hartigan, Tamara Henderson, Jon Joiner, Karen Edmonds (for Vicki Merkel), Pat Burk, Agnes Hoffman, Mark Endsley, Brian Fox, Alex Sanchez.

Presenters: Dixie Lund, Bob Kieran, Baldwin Van der Bijl, Elisabeth Zinser, Shawn Smallman.

Meeting notes: Endi Hartigan.

Introduction

Director Dalton Miller-Jones welcomed participants and requested that Di Saunders provide the committee some context for the agenda. Di Saunders provided an overview, noting that our main charge for this meeting is to review Policy Action Packages that have been proposed to the OUS. The first step is for this committee's review, then they will go to the Board of Higher Education, who will determine what will move forward to the Governor's office and Legislative Fiscal Office. The Governor's budget comes out in December. Saunders noted that the committee will be reviewing some packages that are not within the realm of our work: 5 of these are related to the committee's POP, *Taking Back Oregon's Future*. The POP chart at the end of this document has already incorporated those 5, but we can un-incorporate them if they are not approved; these include: I, II, IV, V, and VII.

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As a standing committee of the board, we will also look at and discuss student learning outcomes and teacher education, III, and VII. The final decision on the shape of these packages is the Board's decision; we are recommending items to the Board.

Chair Miller-Jones provided some background to the presenters. He said we started almost a year ago last June and performed a lot of outreach/input/research, and organized a vast array of information to deliberate and come up with some suggestions related to student participation and completion. These are the first round of the proposals that should make a critical difference in rates of access and completion; it is in that framework that what we are listening to needs to be judged.

Presentations

Strengthening Dual Credit Programs in the State of Oregon

Submitted by: **Dual Credit Task Force**, Unified Education Enterprise, Joint Boards of Education
Presented by: **Baldwin van der Bijl**, Chair, Dual Credit Task Force; Vice President for Instructional Services, Clackamas Community College

Baldwin van der Bijl began by defining dual credit for the purposes of his task force. He said that the proposal focuses around getting high school instructors the right qualifications to teach courses that meet requirements for university courses, so that students can receive both high school and university credit. The UEE (Unified Education Enterprise) of the Joint Boards of Education started a task force to look at dual credit. Currently, about one out of 7 students take advantage of dual credit, and it provides considerable tuition savings. It is a successful program; in fact, a pilot study showed that those in Oregon who take dual credit achieve better as others in subsequent courses in college. Their recommendation is that the programs continue with improvements, including: asking partners to consider the adoption of a common set of standards for all programs, hosting a dual credit summit during the summer for professional development; the continuation and possible expansion of the pilot study; and expansion of the pool of qualified teachers. To achieve the last recommendation, the task force recommends establishing a fund to cover 1/3 of the cost of a teacher's master's degree in a discipline. A master's degree in the subject matter is required to teach a dual credit course.

Questions and Discussion:

Diana Sloane asked, of all in the high schools in Oregon, how many do not yet have dual enrollment in any substantial amount? Sloane said she would suspect that are schools in rural areas and students that don't have access to these classes at all and she would see this as a more important goal than some included in the proposal.

Van der Bijl said he would find out how many of the schools don't have it are in what parts of the state.

Dalton Miller-Jones asked how will this funding that will go to these areas increase the number of schools for which this is an option.

Van der Bijl said that those instructors who can't teach because they don't have the right qualifications would benefit. It's a different question of are they ready, and do they have the qualifications.

Dalton Miller-Jones asked if this is a replacement strategy for schools that already have dual credit; what are the features that will allow schools that don't have it to get it?

Van der Bijl asked if the question is, should the high schools themselves get the funds?

Di Saunders asked if the proposal increases the number of students served.

Van der Bijl said yes, it will increase the number of students at the high schools that don't already have it.

Diana Sloane spoke on the issue of replacing and qualifying faculty to do this. She said that if you have faculty who are interested in qualifying themselves, there are substantial loopholes for that school to get through. From her perspective she would be interested in this proposal looking at to what extent might the resources if awarded could expand the number of schools who have embraced dual enrollment.

Joanne Sorte said that she is not seeing a focus on attracting the development of the dual enrollment opportunities in places where we are not getting students coming into colleges and universities; are we operating in schools where students are already college bound, or does this proposal focus on at-risk students?

Van der Bijl said that this UEE ask force was not charged with looking at that issue; from their research, the biggest hurdle has been instructor qualifications.

Pat Burk said that he wanted to add that dual credit is just one approach to this problem. The number of students gaining access to advanced placement courses has grown dramatically in the last few years through federal funding that supports local schools doing the planning. Another issue is the testing cost of people taking those courses. Now we have to take data on underrepresented populations and see how we can better serve students who could achieve in these courses. Also, IB and AP could be looked at as credit bearing opportunities. He wouldn't want to put all of our eggs in our one basket with dual credit; there is a lot going on about expanding opportunity.

Sloane said she thinks it's important that we don't lose focus on what this committee is about which is related to access and completion of college for students who don't currently have that opportunity.

Tamara Henderson asked if it is possible to include data with this pilot study that actually addresses the question this follows up on... so that we can gain information on whether those underserved populations are being served?

Dalton Miller-Jones asked that Van der Bijl take the recommendation back to the UEE task force.

Agnes Hoffman said that from an admissions stand point, we are seeing more students who desire these kinds of courses. Her comment has to do with the scope; would it be better to talk about how this might be enriched to possibly include IB and AP expanding qualified teachers for those as well? Also, there are dual credit objectives submitted by the PSU Pathways initiative; can this proposal be enriched by some of the STEM programs so that the metrics can be scored against these populations and programs?

Van der Bijl said that definitely if the need was to focus on STEM they could put more money on that.

Hoffman said that the proposal may be enriched by identifying that as an additional objective.

Saunders said that she thinks the priority for this committee is underserved populations; based on income, first generation, students of color.

OIT Applied Baccalaureate Career Pathways Initiative

Submitted by: **Oregon Institute of Technology (OIT)**

Presented by: **David Woodall**, *Interim President, OIT*

President David Woodall said that this proposal comes out of a request from the legislature in Senate Bill 589 for OUS to work with the community colleges to enhance the abilities for students who were in certificate degree programs that were terminal degrees, to assist them to find a rational way to achieve a BA degree. It made sense with the role OIT has been playing in technology fields for them to consider what they could do in addition to what they have already done.

The construct of these terminal community college degrees tended not to overlay very well on a traditional BA degree. OIT asked if there was a need to create a new degree or will we figure out if a large fraction of this population might fit into one of our existing degrees. The state of Oregon has invested about \$3M to develop more career pathways programs; all community colleges actively have some programs now. What they discovered is a need for university partnerships so that when students choose they can make the transition into a BA program. OIT has developed a series of curriculum maps which are essentially the development of articulation agreements and an advising plan. They wanted to do a better job of linking students when they had one aspiration, a technical degree, to meet the next step. People who are working with these degrees could complete a BS degree online or a BS in operations management, in manufacturing technology.

Woodall said it is unknown at this point how many of these students there are or what their demographic is, so we don't know if this substantially impacts underserved populations. What we do know is that the system is working now; the BS in operations management articulated with the aviation programs and other programs have students converging into a baccalaureate program. Students are coming through. We don't have substantial resources to expand upon it in all the areas and to provide the mentoring and advising that goes with letting these students know what their opportunity is. With additional resources, we could achieve the legislative intent; in a year or two we will have agreements at all 17 community colleges; we expect to enroll a minimum of fifty students online. We can get more details on the demographics, and we do believe this closely aligns with the Boards' goal, meets a legislative intent, and has the possibility of helping with the underserved populations.

Questions and discussion:

Joanne Sorte said it sounds like a great program that logically seems to connect with inviting students in to a 4 year degree; if she were to weight options today, it would be more about what numbers of students from underrepresented groups would be effected.

Sloane asked, how long has this program been in place? Woodall said they started a year ago. OIT was tasked by the chancellor's office because of the history OIT had on technology education.

Miller-Jones said that some of the specific programs mentioned would be helpful on the sell side of this. Woodall said he can provide the articulation sheets on the schools they have already worked with.

Miller-Jones said that any time we can draw connections to economic development and work with our cc partners is good; this addresses what the subcommittee heard about the fear of having students go off to college and not return.

Alex Sanchez asked what is the economic potential and placement potential with these degrees in the workplace?

Woodall said this is very reason they didn't recreate a bachelors of applied technology that had no focus; they picked one in management of operations, one in manufacturing, and one in health care. These all have high need and high salaries; these would provide an opportunity for people to advance in their career. In allied health management, for example, a student would be able to apply management to something like a medical imaging dept.

Pat Burk said there are other pathways projects currently underway, linking community colleges to licensing institutions. There was one in nursing; is there a place for the whole concept of the career pathway? There is a lot of merit to this. Is there any sense that we are limiting the conversation by this POP, or is their room within the POP to expand the scope?

Woodall said that the focus we took was on the terminal components of this degree; we welcome sister institutions to take this issue on as well. Whether it could in fact as a broader initiative to encompass teaching add more pathways into teaching is unknown. Woodall said he thought the biggest challenge there was subject areas in math, science, and the languages.

Burk said that the teacher pathway project has made some initial steps.

Saunders asked if Woodall would speak a little about current relationships with community colleges.

Woodall said OIT has a long history of working with pre-engineering technology programs, with articulations; what they have done so far on this program is related to that history. They already have faculty working on articulating their particular programs; tend to be associate in engineering. Based on that knowledge and that activity, they saw this as a natural offshoot, but they focusing on pre-professional terminal certificates. The student advising is necessary. They need to be informed about this opportunity.

Student Learning Outcomes and Assessment

*Submitted by: OUS Provosts' Council, Task group on Learning Outcomes and Assessment
Presented by: Elisabeth Zinser, Special Assistant to the Chancellor, OUS; Shawn Smallman, Vice Provost for Instruction and Dean of Undergraduate Studies, PSU*

Elisabeth Zinser said that, while this POP is outside the purview of the committee, the work is interdependent and the LO&A Task Force welcomes an ongoing dialogue with SPC. She set the stage by pointing out that the Board included in its new Strategic Plan an initiative focused on student participation & completion and another focused on student learning. The Board wants to supplement its measures centered on enrollment, retention and graduation rates by considering how we can do a better job of assessing how well students are achieving intended learning outcomes.

Dr. Zinser gave background about the Inter-institutional Learning Outcomes and Assessment Task Force. The Chancellor gave a charge, beautifully stated, to engage faculty in defining student learning outcomes that really matter in undergraduate education, and the teaching practices that are most effective in teaching them: to align this work with the Board's strategic directions; and to articulate it with similar work in K-12 and the community colleges. The choices and approaches must reflect the unique mission, program mix, and students of the campus, hence connect well with the portfolios of universities. It will be important to use language and numbers for expressing results in ways that diverse constituencies can understand. The Provosts' Council leads this effort because it is curricular; hence this Council appointed the LO&A Task Force. Zinser used a diagram to show points of connection between the LO&A's work and SPC Committee's work.

With this background, Shawn Smallman described the specific elements of the POP, such as the need to support faculty work in developing learning outcomes and assessment methods and the need for appropriate technology. Among the drivers for progress in assessment are faculty and administrators motivated toward continuous improvement through evidence-based practices, as well as rising expectations of accrediting bodies and some public policy organizations. For new methods to have meaning and effectiveness, it is essential to engage the faculty and enable their best work. We want to support a faculty culture that values assessment. Shawn gave the examples of the difference it makes to have some key faculty at PSU focused upon creative development of student learning assessment methodologies. He pointed out that some universities do not have technology to support assessment; hence a component of the POP proposes support for campuses to develop or adapt technology in different ways that work for them in achieving best practices in outcomes assessment. The faculty work on assessment needs to be supported by staff assistance, and thus the POP includes a staff position. The campuses are doing a lot of work on in learning outcomes and this initiative is to create ways to ensure sound coordination and to expedite capacity for change and improvement. Learning outcomes can sound abstract and theoretical, but studies show that institutions that have clear expectations and that make sure students know those expectations, have much better measurements and results. Clear learning outcomes and good assessment contribute profoundly to the student experience and success. Smallman stated that the campuses and statewide initiative need money for two different conferences to assure better coordination in the area of assessment: One for OUS faculty to work across campuses to learn together, share approaches, and discover desirable collaboration; the other to draw in colleagues from K-12 and community colleges to develop outcomes statements in developmental terms across the levels of education and to develop progressive methods for learning assessment that yield results that support high standards for learning and effective articulation for students moving from level to level, college to university. It is essential that we design methodologies that work as well for transfer students as for those who remain with one institution.

Questions and discussion:

Diana Sloane said the presentation was good; and that we have a lot more work to do. She supports the fact that this POP is not currently a part of the POP for the SPC Committee.

Saunders reiterated that this is one of proposals that goes outside the scope of the package.

Larry Roper said this is an important issue for us to address at the system level, which raises the question of how we are assessing our outcomes as a task force and whether that needs to be part of it in some way.

Elisabeth Zinser said that one reason LO&A sees the need for ongoing conversation with SPC is the connection between the SPC focus on student preparation and participation and the LO&A focus on student success in achieving the learning outcomes of the curriculum.

Alex Sanchez questioned whether we can find measures that are valid. Singapore and other countries score higher on math and such but don't score on things like abstract thinking and creativity, these things are harder to measure.

Dalton Miller-Jones said we don't want to end up with a multiple choice exam.

Alex Sanchez added there is a great importance to immeasurable things; the encouragements students get in school can be more important than standardized tests. We should be very careful that we don't wind up in the same situation as K-12 with this effort.

Pat Burk spoke on the K-12 situation. The effort is for the new measure of the high school diploma not to be for testing reasons but to prepare students for postsecondary success; however, postsecondary success is a constantly moving target. The K-12 system is continually asking colleges what it is students are expected to be able to do, coming in. Burk welcomes the assessment emphasis, because it moves us in the right direction.

Elisabeth Zinser said that these last two points are related. The LO&A Task Force is conducting a basic audit of learning outcomes assessment practices and planning underway on each OUS campus. It uses in-person interviews to find out where campuses are presently with statements of learning outcomes; what outcomes stand out as most important; what teaching and learning practices are most powerful in helping students achieve them; how faculty assess student learning and how they use the results to help the student, to improve the program, and to track progress on effectiveness. Eventually, the LO&A will consider ways to improve transparency by sharing results in meaningful and appropriate ways, e.g. utilizing results so that prospective students and parents can get some sense of what students are learning in the programs and institutions. She emphasized that the kinds of things we're looking for—especially at the collegiate level—cannot be reduced to standardized tests, certainly not standing alone. Nationally there is a movement toward getting more meaningful results by supporting new initiatives to create more sophisticated and meaningful assessment methodologies.

Gayle Yamasaki said that she feels the proposal focuses on the work between community colleges and universities, but not K-12. She advised making the K-12 connection more prominent in order to be congruent with the verbal testimony in the presentation. If the ultimate goal is to strengthen the connection between higher education and K-12, the POP needs to make K-12 more than a sidebar in the proposal. Zinser agreed they need to strengthen and clarify the intentions to engage with K-12 in this work.

Pat Burk said that the soft skills mentioned by Sanchez—global awareness, communications, etc.—are all requirements for an Oregon high school diploma as well as a college education. The board today began the process of laying out the timeline for the next 4 years; we are very interested in connecting with higher education on these measures, he said. Assessment of these learning outcomes is important, even if it is complicated and will require new methodologies.

Dalton Miller-Jones reiterated that the committee requests help to understand the initiative's connection with K-12 agenda. He also informed the Committee that on a related note he is trying to get 3 faculty to be released to be part of an assessment council, so that the higher education input can be an institutionalized focus in those K-12 efforts.

PSU Pathways Initiative

Submitted by: Portland State University (PSU)

*Presented by: **Shawn Smallman**, Vice Provost for Instruction and Dean of Undergraduate Studies, PSU*

Shawn Smallman said that this POP really focuses on pathways from high school to higher education and from community college to a university in the Portland Metro area. The idea is to begin small and ultimately expand to the whole Metro consortium which is PSU and all the local community colleges.

In a recent *Oregonian* article on student graduation rates, Mayor Potter pointed out that the figure is incredibly low in Portland. High school graduation rates are a particular issue in this area. This proposal focuses on increasing dual credits, outreach to high school, STEM, bridge programs, and an emphasis on reaching out to high schools in lower income areas in partnership with PCC. We have started this conversation with Portland Public Schools. There are some clear performance indicators to tie to this particular POP, such as the number of dual credit programs, output data, GPA, retention, and graduation rate. Smallman pointed out that the proposal shares some elements with that of the UEE task force. Evidence shows that dual credit works. In this proposal we focus on low-income students; we would like to expand the pool of teachers with the content expertise. The proposal includes support of bridge programs. At this time, PCC has more experience in this area than PSU. PSU wants to increase the capacity of the EDGE program outreach by which PSU students provide mentoring. We want to expand offerings for dual credit courses offered online, particularly STEM classes; the reason for this is research shows that one of the best predictors for college success is finishing a mathematics course in high school. Another component is for coordination; we have programs within our university that we had no idea existed; we had 4 different high school programs at the same high school. We need a high school coordinator to work jointly with the community colleges and high schools, and coordinate all of our offerings, to get rid of roadblocks. Finally, we need to support PCC/PSU integration and infrastructure. This proposal builds on a system level approach, and clearly focuses on helping first generation students, including lower income areas, and students of color.

Questions and discussion:

Dalton Miller-Jones provided context by saying that he took the initial draft of the committee POP to the OUS Provost council and asked them to look carefully and be sure that it was appropriate for that university's attempt to make a difference. A lot of the POPs that have come in have been attempts to elaborate and expand on this question of "what it would take."

Saunders asked for clarification on whether the high school has the ability to pay for the dual credit courses. Smallman said the student scholarship is to provide encouragement; historically, we have been involved in a number of schools. Gayle Yamasaki said that in her experience if community colleges sponsor dual credit, there is no charge for students. Smallman said it varies as it depends on the community college; at PSU, they try to keep the cost as low as possible; it's about \$212 a quarter for the dual credit that PSU offers. Gayle Yamasaki

clarified that the POP is saying if you are a student on free and reduced lunch, we will scholarship you for one dual credit class. Dalton Miller-Jones said that the expanded options legislation was an attempt to provide costs as well.

Dave Woodall asked for clarification on recurring development costs. Smallman said that some of the costs are just one time costs.

Saunders said we cannot provide support for scholarships within our policies, but if the funds were for program costs that would be admissible.

Gayle Yamasaki suggested providing the opportunity for students to get credit at the university; if you truly want to look at engaging students you would want to give them both options. Alex Sanchez seconded those comments; also, he is familiar with that research on math success being an indicator. He is concerned that we are not paying attention because this phenomena starts at the 3rd grade.

Pat Burk said that is being addressed elsewhere by the DOE in accelerating new grad requirements. They are redoing all the high school work, focusing on the preparation of teachers, and just revised math standards. He wants people to understand that this issue goes beyond the scope of this Committee. We have focused on this as PK-12 reform with the high school grad requirements as the exit requirements for the system.

Gayle Yamasaki added that immersion programs can be very successful

Agnes Hoffman said that they just surveyed high achieving freshman, and one question they asked is at what grade did they first consider going to college, 25% of them didn't think about college until they were a sophomore or later.

Di Saunders said that anyone with a POP will be asked to enumerate the number of students who will be served in addition to who will be served today; also quality aspects; new students getting new programs, current students getting additional support.

Joanne Sorte said this is a very valid and a reminder of the large number of students in the metro area that can benefit.

Dalton Miller-Jones said he wants to encourage universities like OSU to look at SMILE and GEAR UP, and other programs that can be integrated in a similar way like this proposal.

Saunders said that OUS will not propose separate campus policy packages to the legislature; each of those components has already been incorporated conceptually into the Committee's POP. We have been asked by the Chancellor to stay under \$10M and are already over that amount, currently at \$10.78, which would not cover everything we need; the campuses will also need to come forward with their own funding and foundations, and we will also need to work with foundations as well to add to this pool of funds.

Dave McDonald asked, of the \$10.8 M, are these preliminary proposals in attempts to get into the total? He noted that we have proposals from 3 campuses; we have nothing from others. Saunders replied that will be some kind of a re-granting process; we are taking the positive conceptual qualities of proposals and putting them into the language of the Committee's POP. Our committee will develop an RFP for this kind of program. Saunders clarified this does not presuppose that any specific POP presented at this time would be part of this; they would be

part of that re-granting process. The committee should look at the components of the proposals that they think should be included in their POP.

Jon Joiner asked if the PSU steps have been in existence long enough to measure them. Smallman said he can find that out.

EOU Access and Affordability for Rural Native American and Hispanic Students

Submitted by: **Eastern Oregon University (EOU)**

Presented by: **Dixie Lund**, *President, EOU*; **Michael Jaeger**, *Provost and Vice President for Academic Affairs, EOU (by phone)*

President Dixie Lund thanked the committee for allowing them to present and introduced Michael Jaeger and Tim Seydel who would be available for question. EOU's proposal is housed in the EOU Enrollment services division; it is related to student access, service, and life centers. This is phase two of our rural access initiative which helped to establish the 1st year program. A larger and growing percentage of the Hispanic population is rapidly developing in Oregon. We have not been responding that proposal as well as we need to.

Lund said that if they do it right, it will not take many students from this group to pay for this initiative. She emphasized that reaching rural students about the importance of going to college is different from reaching urban students. They will target middle school age Hispanic and Native American children, bring junior and senior high school students to campus for "quick start" general courses, expand current strategies to include student/family training, and serve Native and Hispanic students with consistent first year advising. The initiative will require multiple visits by either a native American or a Hispanic background admissions advisor. Year two activities are identical totaling an investment of \$310,000 for the biennium. The investment and support of underserved and underrepresented minorities is critical. This proposal is a direct match with the board goals; it will help them to continue rural access efforts. EOU was able to hire a half time Native American admissions counselor this year, and the senior admissions counselor is Hispanic but is only one person. The growth in our population is well beyond what he can be expected to respond to with current staff. If we don't have this funding, we would not continue the first year program, and would do an injustice of not serving our Hispanic populations. If we are able to secure this funding, it won't take a large number of new students to be recruited & retained to cover the initial start up cost. Our partners at TBCC and BMCC have worked through many memos of understanding in EOU partnerships; we will work with them in this focused recruiting and retention activity. There are significant numbers of Hispanic and Native populations are in the areas of these community colleges so reaching students in these areas is a goal for the community college partners as well. President Lund pointed out the demographics charts provided, and said that EOU will measure success by the number of students who apply and are admitted to postsecondary institutions; if they see a 10% increase in the Hispanic and Native American students, they will see this as successful because it can establish the foundation.

Questions and discussion:

Gayle Yamasaki asked if a GEAR UP match is to be included in these activities. Lund answered that Umatilla County has been running that GEAR UP activity. Michael Jaeger said that because we deal so well with partnerships, Umatilla has really taken that responsibility; this seems to be a good synergy.

Saunders asked if they would also be seeking another biannual funding for the rural access initiative. Lund said that the initiative has proven to be successful as the retention rate is up. Seydel said that EOU had originally proposed around 1.1M but it was only funded at \$580,000.

Yamasaki suggested that that some piece of dual credit be part of this as well. Jaeger said that EOU already has collaborative arrangements on that side; they didn't write it in because they are already doing that with BMCC; they don't need any more funding to do that in this proposal. Jaeger said that there are problems with credentials; we're working on the other end of this line to assure there is good teaching with the same good outcomes.

Jaeger commented that we are not going in the right direction in this state; we're going to have to do some major interventions otherwise there is no trend line that looks good.

Alex Sanchez said that this proposal speaks directly to the objectives of the POP

Teacher Education (placeholder)

Submitted by: **Oregon University System**

Presented by: **Bob Turner**, Assistant to the Chancellor, OUS

Bob Turner began by emphasizing that his presentation is of a "placeholder" proposal that is hypothetical at this point. The group of stakeholders on this has not meet and will only meet on May 3rd; this group was convened with one of its bin items as a request for a work plan to get greater collaboration between K-12 and the colleges of education communities. This draft placeholder POP is one step in developing that work plan and the funding request to back it up. The context for it at this point is conversations with small groups of people and deans of education over the last few months. Turner also distributed a presentation that Susan Weeks provided to the board in March, which is a greater list of the items that have been coming out of these conversations. The fact that this comes out of a bin item requested by the Board addresses its connection to Board goals.

Turner described a draft teacher induction package that is attempting to address issues having to do with teacher prep, focused on an introduction into the first year, and retention of new teachers. The second item is to develop something similar to the Engineering and Technology Industry Council (ETIC) model to fund needs in the community on the basis of grants that would be given to participate in specific initiatives. The ETIC model would be a basis for funding for initiatives for teacher education to interact with needs in the K-12 classrooms. They would base these initiatives on best practices, and are suggesting funding for a conference to pull together best practices going forward. Turner again emphasized that this is not to be taken as anything firm until after the May 3rd conversations; he will keep this committee informed of their progress.

Questions and discussion

Gayle Yamasaki asked if the connection with the ETIC structure means that this would be in she spirit of technical and engineering education or broader. It was clarified that we are talking about the structure only of ETIC, not the goals.

Yamasaki said that the fact that the ETIC board is made of business and industry reps and that the educators serve as advisees is interesting. The teacher prep initiative is an intriguing idea. If this were teacher training, would it be the recruitment of underrepresented teachers as part of that initiative? Would it be demographic-focused instead of content focused? Turner responded that this would not impose any particular directionality on the work.

Yamasaki said we know that the recruitment of underrepresented students correlates with the number of underrepresented faculty they have; recognizing that cultural competency has great breath. She also suggested that the STEM focus be tied in some way.

Turner said that he thinks everybody on this group has an awareness of that cultural competence issue; a similar argument relates to the need to increase comfort with teaching mathematics for 1st, 2nd graders.

Pat Burk said the bigger issue is not STEM or not, but whether or not there is an existing workforce in K-12 that can produce effective results. This can be a tie for investing in bringing programs of education in closer connection with the k-12 system, and building an investment in the teacher core.

Dave McDonald said he likes that this addresses infrastructural issues; it is a good starting point.

Burk said it is difficult to weigh in part of the importance is to have the deans weigh in on the needs on their campuses. The numbers tell a critically important story about what the challenges are to new teachers; we do not have a prayer right now of closing the gap between student and teacher diversity; that will require serious recruiting in populations that are not thinking about entering education. Right now, the existing core is not adequately prepared to meet the rapidly diversifying student body and the grad requirements; if the Governor's 40 40 20 goal is to be met. Right now, the percent of African American students that currently meet the math standards is 20%; the teacher workforce is not yet prepared with those skill sets.

Dalton Miller-Jones said when we started this business around diversity in our educational systems, we had a lot of people telling us how to do multicultural education; there has been no connect between those endeavors and the outcomes. The schools and professional development has to address students developing competencies that go beyond the multiple choice exams.

Pat Burk said we have had some conversation with some Deans on the integration of our data systems. Some deans have asked to loop back performance of their graduates in their first 2 yrs. We are interested and have the capacity to do that but not the funds.

Dalton Miller-Jones emphasized urgency, he doesn't want to be part of a conversation once again of same issues.

Alex Sanchez said the concept of role models that recruit students in the colleges of education is so critical. It is very encouraging that deans are getting interested in the success of their students after graduation.

Dalton Miller-Jones said we can't solve this problem by looking immediately at more teachers of Native American, black, etc; we have to do this with teachers of different backgrounds

K-16 Student Data Transfer, Alignment, and Information Infrastructure

Submitted by: **Oregon University System**, in partnership with Oregon Dept. of Education and Office of Community Colleges and Workforce Development

Presented by: **Mark Endsley**, *Director of K-16 Alignment, OUS*

Mark Endsley said that this POP is trying to build on work that has already been happening in the last 2 biennium. With IDTS, we are moving forward with getting additional partners on board. Soon, 80% of students in the state will have access on electronic transcripts. We ultimately want 100%, and want to pick up smaller rural schools. We can finish these things in another 2 year cycle with IDTS. We are also going to clean up our course approval system. Also, this project is completely unique in the country. We did not find anyone who is trying to link the transcript to a course approval system to streamline the process of admission; this speeds admissions. It has previously been a compliance activity at the high schools, but now it will be more meaningful.

Endsley said the third item on the POP has to do with feedback and training; there are a lot of requirements in place to use the data available to schools. We want to offer some system information on this for counselors.

With ATLAS, there is a new version of the software that came out in January; we need to continue the work of adding other partners, additional programs, and new features; Also, there is fairly extensive training needed to community college advisors.

The College Access Network piece would be a one stop website, convening lots of partners around the state, OSAC, and private organizations, and bringing them together in one place so that students have access to all the tools. OUS would facilitate that process but rely on those partners to be the content providers.

Bob Kieran reported on the PK-20 data warehouse proposal. He said we have a concept to link ODE, CCWD, and OUS data; nationally there's a big push to use the tools of shared data to assess outcomes, approve programs, assure student success. We want to combine data; this system phase 1 would be design and test. At the end we would have the structure; it is hard to identify right now how far along the partners are. It will be a tool for all the practitioners that are determining programs now.

Questions and discussion:

Dave McDonald asks whether the database warehouse would be available for campuses to make better decisions; would this lead to a more holistic approach?

Kieran answered that ultimately it would be a tool to help with all of these things; the access and use would be handled through an administrative structure with all the partners on board; how much access is available and how much will need to be determined.

Dalton Miller-Jones: in lining up the priorities for this work, access to the data is an important issue. For example, we need to be able to look at the impact of pre-college programs on students as they move through the system.

Bob Kieran reported on the timeline for the project, and Dalton Miller-Jones said the next biennium is not soon enough. Kieran responded that there are partners involved whose timeline we can't control. We have a robust set of data at OUS; if we combine these things we have a much more robust dataset.

Dalton Miller-Jones said that his executive request is supportive of getting the resources needed to make that happen.

Karen Edmonds said OSAC has an electronic scholarship application and are very interested in being able to import the electronic transcripts to be able to import those as well. Endsley said they plan to meet with Dennis Johnson, executive director of OSAC, soon.

Dave McDonald asked if there is a parallel budget moving forward through OCCWD and DOE or are these stand alone budget sets? Endsley responded that almost all of these projects are cross sector projects that OUS is managing; the funding is for all 3 sectors to get this work accomplished.

McDonald said that this model was designed from the onset to have multiple biennial successions.

Pat Burk clarified that we re not talking about a DMV-type system that is unified; there are still parts of the state we have serious bandwidth problems. The centralized data would go someplace else and we would want to make the data available to the research community. The bridge issue with OCCWD is difficult because they historically use different platforms.

Alex Sanchez said the number of acronyms used without a glossary is too much; especially as it goes to the legislature.

Committee discussion of proposals and process:

Chair Miller-Jones asked the committee to provide responses to the process and proposals overall.

Cronin said she was very impressed by the POPS and thinks that they fit for the most part very well with what these have been working on.

Karen Edmonds asked if the presenters knew the outcome expectations for today's meeting. Saunders replied that it was explained in an e-mail. Saunders replied that it is not a common practice for individual campuses to go forward individually with POPS. She noted that Chair Miller-Jones wanted campuses to describe what they would need to enrich pre-college enrichment programs. The POPS heard today may indeed be funded through this process, but today is not an approval or rejection process.

Baldwin Van der Bijl commented that each of these 6 packages involve the community colleges, which shows a strong connection.

Brian Fox said that EOU's proposal and the data system proposal fit within the purview of this committee so well and would be very valuable.

Tamara Henderson said that she is slightly concerned that actually finding the data on underserved communities is not part of the focus; from OSA's perspective, they want to continue to ask those questions about underserved communities. She also wants to echo cultural competency as an important issue as it is so key to retention.

Saunders said that is on the retention chart on part of the package. Ultimately what this group will have to do is form subgroups that will start working on RFPs, and do all the detail work on the scope of these initiatives.

Overview of Committee POP

Saunders said that starting on page 13 of *Taking Back Oregon's Future* document is the proposal that we want to put forward; we need to know what is not in here; she thinks we may need to put more than \$10 in this package though we have been asked to stay under that amount.

The basic premise of this paper is to use words to show that we are in a crisis in this state; we need to dramatically make changes. This is why all the information on cost of social services or incarceration v. education is in the paper.

Miller-Jones added that we are hearing from Minnesota the average family income in the state was \$80K; ours is in the \$40K; they invest in higher education.

Saunders asked that committee members e-mail or call her with comments.

Sanchez said it is ironic that we are still discussing the same issues, but he finds hope in this write up which shows a determination to really do something about it.

The meeting was adjourned.