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

December 11, 2008, 1-4:30 P.M.

Location: Portland State University

MEETING NOTES

Attendance

Alex Sanchez, Emilio Hernandez, Mark Endsley, Pat Burk, Eda Davis Lowe, Larry Roper, Brian Fox, Gayle Yamasaki, Brenda Frank, Dave McDonald, Stephanie Carnahan, Chris Cronin, Lew Frederick, Jackie Grant, Jon Joiner, Rosemary Powers, Di Saunders, Bob Turner, Pat Burk, Agnes Hoffman, Jason Alves, Vasiliy Bukur, Mary Ann Barham, Lola Lawson, Debbie Stone, Carmen Anderson

Meeting notes: Endi Hartigan

Introduction and Updates

Dalton Miller-Jones, chair of the Committee, welcomed participants and discussed briefly the charge of the committee and context for their work. He reviewed the agenda for the day, to focus on the barriers that adult and returning students face to success in postsecondary education.

Di Saunders reviewed the Governor's Recommended Budget for Higher Education. She said that OUS submitted a policy option package (POP) for \$15M that would increase capacity in precollege academic prep and enrichment as well as special retention programs, but none of the POPs were funded. Despite that, OUS is pleased with the Governor's Recommended Budget which provides for a 5% increase over the EBL. The four themes of the budget are student success, college affordability, infrastructure, and clean technologies. Student success includes regular instruction, student support services, and the numbers of classes needed, and this portion may be able to cover some of the work the committee proposed for retention, but we will need to work on this for the rest of this year. The second theme is affordability and includes an OOG increase of approximately 50%. There was no funding put in to keep tuition low, but the Governor will work on a technical amendment so that OUS could stay in the range of 3.4 or 3.6 percent increases. That would enable OUS to keep this "duet" of financial aid and low tuition. The good news is that our tuition was higher than peers several years ago, but now has moved lower.

Dalton Miller-Jones said that these are encouraging signs for the work this committee has tried to encourage statewide. Historically, the reason the state is out of line is we've had to go to tuition to make up for disinvestment on the part of the legislative budget. The system started to get more support in the last legislative session. We should thank the legislature for what they have done in this biennium but we need to stay where we are and move forward. Emilio Hernandez asked if there are legislators in particular who should be thanked. Miller-Jones said there are people who were particularly helpful and we can get that to people.

Di Saunders spoke of the third theme in the GRB: investment in infrastructure. The Governor has proposed almost \$1 billion in capital repair/deferred maintenance, but the amount that would come from the general fund is actually a very small percentage, since this includes private matches and bonds. What it means for Oregon right now is jobs. The Governor pitched this idea to President elect Obama. We estimate that the onsite construction jobs are 9 jobs per million. Saunders also spoke of the fourth theme

of the budget: clean technologies. The budget supports investments in energy innovation that involve our campuses, the sustainability economic cluster, and Oregon's natural resources.

Agnes Hoffman said that on the issue of affordability, those in admissions expect to see attrition rates increase as the economy tanks. Students will be departing more rapidly because of the uncertainty about affordability.

Pat Burk asked about the impact of the immediate 1.2% cut. Di Saunders said that Governor has asked for every agency to make 1.2% cut in the current budget; a portion of this comes out of the statewide public service. Each campus is determining the best way to make that cut. She also said that the GRB is probably the best the system can hope for in funding and it is important that we advocate hard for it as the economic situation will probably get worse. Burk replied that the state has two more revenue forecasts to get through, in March and May, and the one that counts most significantly is in May. Alex Sanchez added that since we are nearing the fourth quarter of the biennium, the 1.2% cut of total budget amounts to about 5% currently. Pat Burk said that on the K-12 side some districts are already cutting days, and making plans for some fairly significant staffing reductions, depending on fund balance.

Miller-Jones said that some who have met with legislators and have made it clear that higher education does not intend to engage in pitting human services against education.

Next Steps for the Committee

Miller-Jones reported that the January meeting will be devoted to assessing progress and plan for the remainder of the year given these budget restrictions. We want the work to be data-accountable. There are a number of issues around the database that we need to support. In all this work we need to be mindful of Dave McDonald's statement, that much of what we do should be an essential part of the ongoing business of each of our campuses.

Joe Holliday also reported that Director Jim Francesconi in November indicated that he would like this committee to move forward on access issues of the Portland Higher Education Committee of the Board of Higher Education. Therefore, we talked about how this Committee may be able to work in small subcommittees or task forces on such issues as this, then to report back to the larger group. Miller-Jones asked how the committee felt about breaking into task groups, and said that one way we were thinking about breaking out is by populations, such as rural access, etc. Another way is by using categories of barriers such as financial, academic preparation related, campus climate related, etc. Also, there may be a group to look at attaching target numbers to any enterprise. Pat Burk said that it would make sense for the main committee meetings to have regular updates and findings from subcommittees to make the work more efficient. A committee structure would move us faster. The question is the structure, and the goals and objectives. Alex Sanchez said that one of the things that would be of interest would be to look at promising practices occurring across the country.

Jon Joiner asked if, given that the POP was not included in the GRB, whether it could be endorsed by the legislature. There was discussion that it could be, but that OUS would be advocating for the GRB.

Di Saunders summarized some of the Portland access initiatives including 1) 4-year centers on community college campuses, 2) a larger scholarship component for students (the City of Portland is interested in this), and 3) tighter and more effective communications with K-12. She added that we need to think about how to bring these elements into our committee structure.

Director Rosemary Powers said that we have talked about the Board using diversity as an area of accountability for the Presidents in reaching certain goals. As she listens to the discussion on

subcommittees, she's not sure that we have policy recommendations for which the universities will be held responsible. Miller-Jones responded that Director Preston Pulliams and Yvette Webber-Davis are taking the diversity report as a framework for recommended policy statements which include accountability for university leadership. Miller-Jones wasn't sure if in the timeline it would be presented to the Board before being vetted by the Committee but noted that it is key for the Committee's work. Director Powers responded that in these tough times we may not get a lot of money for access, but we should do work with ourselves to promote ourselves to be successful. We have not had that commitment to date. Endi Hartigan of the Chancellor's office will follow up the Board's Office on the process for diversity recommendations. Saunders said the retreat in January will probably offer a first read of the recommendation, and then there will be honing. Miller-Jones said he would also follow up with Yvette Webber-Davis on the status of the diversity recommendations.

Director Brian Fox added that he thinks we should start a conversation on what the goal of the task groups would be before diving into task groups; we need a clearer direction. Bob Turner added that some other entities are working on pieces of this, and perhaps we need to look into joint actions with these people.

Endi Hartigan said that one other possible structure we had considered for the committee work would be based on the POP categories, and we would map out what is being done by various entities, and then look at what is not achieved and needs focus. The focus would be achievable goals in the current economic climate.

Lew Frederick talked briefly about the Oregon Business Council Summit occurring the day of the meeting, to which he had to return, for the education and workforce discussion. He noted that this is the sixth meeting of the Oregon Business Plan Summit with business people from across the state, congress people, legislators, and policy leaders. Some of the possibilities discussed are encouraging, and they too are focusing on sustainability and energy issues. Miller-Jones asked Frederick if he could debrief the Committee or the Committee staff on this when it is over.

Update on Oregon Opportunity Grant

Bridget Burns reported an update on the Oregon Opportunity Grant. She said that the Oregon Student Assistance Commission had to shut down issuing the OOG to new students. Anyone who applied prior to Dec 1st will receive it but anyone who applied later will be wait-listed since they have run out of funds. Chris Cronin asked for clarification on why the funds ran out, and Burns responded that the program had an all-time high number of people applying and increased enrollment.

Miller-Jones reported briefly that Endi Hartigan has included a PowerPoint presentation in the materials that can be available for any outreach presentations the committee would want to do.

Panel: Adult and Nontraditional Student Barriers and Best Practices

Dalton Miller-Jones turned the agenda to the panel on barriers for adult returning students to postsecondary education. He noted that this committee has been listening to input from a variety of constituents and this has been helpful in framing our work. He said that we are very interested in hearing the panelists because we recognize that if we are going to be successful in increasing Oregonians with undergraduate degrees, we need to supporting people who are already out in the community. Jackie Grant recommended a book on the issue: *The Adult Students' Guide to Survival & Success*, Siebert & Karr.

Joe Holliday acted as the moderator for the discussion. He thanked the panelists, and said that in putting together this panel staff have tried to represent a variety of perspectives, including veterans, working adults, returning women, parents, and other groups. Holliday framed the panel with some research. One study showed that 2/3 of students who are registered less than half time do not complete an education. This means only a 1/3 success rate for adult students nationally. Furthermore, in 2003, fewer than half of adult students who were placed into developmental courses nationally completed or moved into regular coursework. Something that is supposed to be a bridge ends up being a wall. He said one reads these studies and can't help but think something like "life gets in the way." Holliday suggested that the committee's challenge is to identify how to support those plans so that adult students can have better lives. He asked panelists to speak about barriers students have faced, and what helped them to overcome those obstacles.

Jason Alves, student, UO

Jason Alves introduced himself as a University of Oregon student and returning veteran. He is director of the Veteran and Family Services Association (VFSA), and they help out with the reintegration of student veterans into the university atmosphere. The majority of students are community college transfer. A University of California Santa Cruz study showed that there is a significant retention increase on campuses that have a student veteran group advocating for them. Alves himself grew up in Southern Oregon and college access was not there for him. The military meant access to higher education for him. He said there will be more people going into the military for higher education benefits with the newer GI bill. With his new GI bill, the money will go straight to the university, and it is much improved. A student veterans' office gives a community within a community. The VFSA is a student group but it is also more of a service on campus, since they do a lot of peer tutoring, and networking with other services on campus. Regarding barriers to success, Alves said that a student veteran is usually a high school graduate who spends a lot of time out of their home culture before returning to college. Alves himself spent four years in service in Japan. For a young person, this is a big difference because they miss a lot of pop culture and are distanced from others by it. Another barrier is that on some campuses there is a liberal view on things and that can be seen as a barrier. Also, post traumatic stress disorder (PTSD) issues come into play.

Joe Holliday said that Alves had mentioned one obstacle being going from a system of order and chain of command to something very different at a university. The success of a veteran depends on the reintegration through the university. Holliday asked Alves if the VFSA is just a UO organization, and Alves responded yes, but that PSU, EOU, and SOU all have veterans groups and they have been trying to reach out to those groups. Cronin asked if they help students with filing paperwork. Alves said that they refer them to service officers who are certified to do those kinds of things. He added that PSU and EOU are piloting a program of reintegration of veteran service officers and they will be watching those services and how they work. Pat Burk asked if Alves knew the completion rate nationally in veterans achieving a four-year degree, and Alves did not at this time, but cited the study that showed that veterans groups do increase retention. Burk asked if there is a process that looks at the accumulated skills of veterans and captures that in demonstrated proficiency for credit. Alves said that when he was in the service he worked in electronics and was able to transfer his credits. Agnes Hoffman said that her admissions office does this and there is a system to do so across the OUS campuses. The admissions offices are expanding it now to keep up with advances in the military science and make sure that the credits are keeping up with the advanced skills. Mary Ann Barham said that PSU has some data on veteran retention rates and can share a slide show with this, including comments on the new GI Bill by Chris Goodrich, who is nationally involved with an organization of people who work with veteran students to determine how the GI Bill will be administered. She can send that to Joe or Endi.

Vasiliy Bukur, student, OIT

Vasiliy Bukur came to the United States in 1994 from the Soviet Union republic of Moldova, with less than \$20 to his name. They had no children then. He applied at only one company and got a job three months later in an entry-level position. When he heard the English language he was desperate and didn't think he could handle it. He spoke four languages but learning English was difficult. In 1996, he moved to a different company that makes knives, Benchmate, and was very appreciated by the owner. He became a supervisor of the machine shop. After a while, the Vice President of the company told him he couldn't get any more raises until he went to college and pushed him to go. She helped him to go to Clackamas Community College.

In 2000, Bukur earned a two-year degree, after starting in 1998. He worked full time, most of the time on two jobs. After school, he worked at the Mallory Hotel as a bus boy, or delivered newspapers, because he knew he had to work twice as hard as anyone else. The person at his company told him that if you get educated no one can take that away from you. He finished a degree at the community college in drafting and computers, and got a job at an electronic company in Wilsonville, where he worked in the machine shop again. It was very experimental, creative work, and the company had many opportunities. But the company kept telling him he needed a BA degree to apply for better jobs. Vasiliy has two middle-school age sons now. He knew that as a machinist he couldn't afford to pay for their education, so he went back to school. He transferred credits then went to OIT, taking seven classes at a time sometimes. The day of this meeting he had just finished his final for the last course toward his degree. He said he has only had one B in all his coursework. His wife was very patient with him, because on weekends he was home but not home. His children told his professor "I'm happy we have our dad back."

Bukur said that OIT was good and if it wasn't for Abbie Allen, an advisor there, he wouldn't have achieved all that he did. Also, Dr. Wolf, the chair of the department was very helpful giving guidance, and other assistance. Most of the students at OIT are working. He thinks eighty to ninety percent at students Portland OIT are working students. When they found out Vasiliy worked full time and never missed a day of work, and took so many classes, they were amazed. But he knew he had to work twice as hard as everyone else. The small classes at OIT made it more personal. They also have evening programs, and PSU didn't have that. He liked the professors, and thinks he is about 90% happy with his education there. Bukur didn't apply for financial aid because the process went too slowly so he just gave up. He paid some himself and his company reimbursed him for one third. He now has a degree in mechanical engineering technology.

Mary Ann Barham, Director of Undergraduate Advising and Academic Support, PSU

Mary Ann Barham started by providing some history of PSU. She came back to grad school at PSU in the mid 80s as a parent of two children; her husband was in Alaska half the time. When she finished her degrees, she was offered a position to start a program for returning women students, the very program that panelist Carmen Anderson heads now. It started as a student organization that grew into a primary service for the university. She was also doing academic advising, and has a history of working with adult students coming back to school. She currently does general education advising currently, and works closely with Chris Goodrich, coordinator of veteran services, making what PSU currently has more visible.

Barham distributed and discussed a handout in which she inventoried key challenges she sees by adult students, and some of the things that help these challenges at PSU. She said that PSU has a higher than average adult student population, more women than man, only 60% of undergraduates attend full time, and the average carrying load is less than full time. The key challenges Barham sees for adult students include: financial constraints, personal transitions, difficulty integrating into campus life, lack of support

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system on campus, difficulty balancing multiple responsibilities, issues associated with being first-generation college students, lack of confidence in academic abilities, need for courses and services at atypical times, rusty academic and study skills, and an inability to attend full time or on a consecutive basis. Personal transitions include veterans who have been in combat zones. PSU has over 600 veterans receiving benefits. Some students have a lot of anxiety around computers and technology. With regard to students who cannot attend consecutively, PSU works to accommodate students who can attend then take a term off then come back, but there is more work that we can do as an institution. Barham also discussed some successful enterprises at PSU which address adult student barriers, including: scholarship specifically for returning women and veterans, a Returning Women Student Program and Workshop for Returning Women Students, the Students First Mentoring Program, the Skills Enhancement & Tutoring Center, Counseling & Psychological Services, Student organizations for specific student populations, Child Development and Family Services, the Undergraduate Advising & Support Center, and the Educational Opportunity Program/Student Support Services.

Lola Lawson, Director of Parent Student Services, PSU

Lola Lawson began by saying that student parents are some of the most remarkable people in the world that she has met. One of the hardest things is that we can't identify who all the parents are; it is only through the financial aid cycle where they can claim dependents. These are a diverse group of people, which include married parents working full time, single parents going back to school after a divorce, teenage student parents starting after high school, international families, and others. What they have in common is a myriad of conflicting roles and responsibilities between school, job, family and household. Sometimes a partnership or marriage becomes a casualty of the university experience. There is never enough financial aid to cover their experiences. They usually feel exhausted and stressed. What they do is remarkable, and they are very adept jugglers and strategizers. They have ability to problem-solve and identify networks, and they model the importance of lifelong education. The financial obstacle is large. If you consider the cost of childcare, the maximum amount does not cover childcare expenses. Even though we have two remarkable centers on campus, they don't accommodate even a small percentage of student parent needs. The cost of community childcare is even more exorbitant. OSAC has a childcare grant, and there is a new program Students as Scholars, which just started in October of this year. These students often feel marginalized because they have the perception that universities cater to traditional students and student needs. There is lack of physical space, and a dearth of family friendly places and family-friendly computer labs. There is also a lack of childcare services. These students are so busy that they often don't know the resource available to them. They need supportive relationships with faculty. She has a wonderful graduate student who did focus groups with student parents, and faculty relationships are a major item in these reports. Student parents seek faculty who can make accommodations that allow a parent to bring a child to class, or allow them to miss class when a child is ill. When there's a lack of child care, a lack of sick-child care is even more acute. One student had a professor chew her out in front of class, and that happens too often. To overcome these obstacles, student parents desperately want to connect with each other but they don't have time often. Paying attention to family-friendly spaces on campuses can help. Making use of the internet is also important. If you have a resource center with online links, that can make a difference. Also, we need to continue to work with faculty so faculty understands the burdens these students face. Students find the services Lola's office offers in numerous ways, including connections with admissions, financial aid, childcare center, faculty, and other channels. She has a website that has just been reconstructed. One of the questions she gets is "can I even do this?" She tells them yes, you can. The best referrals are through other parents.

Alex Sanchez brought up that single fathers' needs are to his knowledge not being met on most campuses. Lawson said that the number of single dads is increasing, and reaching out for assistance can

be a personal barrier for single dads. Women network more easily. In response to a concern that it would be difficult for a man to walk into the Women's resource Center, it was clarified that this service is housed separately from the Student Parent Services office. Jason Alves added that many veterans area parents also, and proximity of resources helps; at UO, they share the nontraditional student union and have a family-friendly computer lab. Vasiliy Bukur added that at OIT Portland the faculty acknowledged student parents quite well. In response to a question on whether the Student Parent Services office acts as a liaison between students and faculty, Lawson said yes, and that she sends a letter out to all faculty and staff periodically advocating on behalf of her students' needs so that faculty are perceptive to this. Director Rosemary Powers said she has welcomed student parents and their children into her class, and said that if this bothers the other students; she recommends that they go to their president.

Debbie Stone, Coordinator, Women's Resource Center, PCC Cascades

Debbie Stone introduced herself describing that she was a 1st generation college student herself, who started three years out of high school, and dropped out at least seven times. She was also a single parent, and is passionate about working with nontraditional students. Stone has a master's degree now, and has worked with colleges for 19 years in many capacities. PCC Cascades has the largest African American and Native American populations among the PCC campuses. She teaches the Project Independence program, for displaced homemakers and returning women. It is a fifteen hours per week class and is primarily female but has had one male.

Stone said she wants to create an argument about how relationship is the only answer in terms of perseverance in education. A university is a community within communities. Having a relationship, a person to call, is so important for students. She asked have we ever walked into a store and sensed good service, that invisible something? Quantum physics tells us we may not see the entire universe, but we can see its influence. Each entity operates within a network. Unseen connection is the fundamental of all life. We in education can do the same, and create an energy that is alive and creative. We can assess this field that we create only by observing the behavior of our students. Are students comfortable in our environment? Do they tell us how they are struggling in a class? Do we open a space for this to happen? We need to encourage the safety of an atmosphere that encourages participation over perfection. Each of us is capable of original thought. Motivational theory teaches intrinsic motivation. People are encouraged by the experience of community, and we need to think about how we can support these experiences in our field.

We need to create an environment of meaning, dignity, purpose, and love; these are vital to all student success, but absolutely essential to student success for certain underserved populations, including first generation, African American, adult students, and others. These students will thrive in a community infused with meaning, dignity, purpose and love. The shift to relationship is a shift to context and possibilities. We need to think about not who or what will solve a problem but what energy will solve it. Psychologist David Powell says that love is the primary strategy to motivate and support our student success. Stone added also that PCC has a program specifically targeted for teen fathers who want to return to college.

Dalton Miller-Jones asked the panelists if their positions or equivalents of them are represented on other campuses. Lawson said that OSU has a program that is 3-years old not. Many programs for parents originate at a human resources level, then to start to think about students. They often think about graduate students first. However, in an urban center the undergraduate population has more student parents than suspected.

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Miller-Jones asked about how these student parents services are offered on reservations. Jackie Grant said that students can get those services at reservations generally; they have a counselor who works with all students, including parents.

Debbie Stone said that programs like the one she has worked in have been in community colleges for over twenty years but have shrunk because of budget cuts, right at the time when our population is getting older and more diverse. The budgets tend to cut these programs that are relational-based.

Brenda Frank said that in the Klamath Tribes, they do not offer these services. The high schools have them for parents, but normally there is a big distrust issue with the parents or the students or some combination. The community colleges locally do not have a Native American worker.

Pat Burk asked for more info on the demographics of student parents, on how many of these are returning women and single mothers and how many are married students living on campus as couples, and other situations. Lawson responded that she works more with single women parents though there are more and more single dads too, and some situations where both students are going to school. If there is one student attending and the other is working, it's usually the male student and the wife working, not often the reverse. There are more single parents in general. The numbers of student parents who are not economically challenged is a minority. Alex Sanchez said that in his experience, if students are married, they usually they live off campus and come in for specific services, so it is hard to consider them a group as you would single mothers. Agnes Hoffman said that PSU has buildings with apartments suitable for married students, and Alves said that UO offers a complex for student families.

Jon Joiner asked what the funding base of these programs is. Debbie Stone said her program is almost all general funding and is fortunate; the administration for many years has supported the women centers on campus. The program called Project Independence came from a Perkins Grant, and then the college picked it up.

Carmen Anderson, Coordinator, Returning Women's Student Program, Women's Resource Center

Carmen Anderson represented herself as a nontraditional minority, first-generation, low-income student parent. Her college experience started at age 30 when she was on welfare and just had her second child. She asked her welfare worker at that time about attending college, and was told that the welfare system doesn't support women through education, and that she wouldn't be eligible for a cash grant. She made up her mind instead to forego that. Her son is developmentally disabled, so she received a social security check. She decided that her actions would change her children's lives. So she entered community college and persevered. She didn't know her surroundings, what credits were, and the difference between a BS and a BA. She explored this new territory on behalf of her children and her family. She knew that children who grow up in welfare have a higher chance of ending up in the same situation. After finishing her AA, she decided she may be able to pursue her BA, because she knew she would have more opportunities by doing so. She didn't have high expectations for PSU; it was a default school because she wanted to stay in Portland, but it was still intimidated for her. However, she met professors who encouraged her. She took Lola Lawson's class, and read a book by Elizabeth shore called *Common Purpose*, which talks about support programs that work and don't work, and why. There is hardly ever a mention of higher education as a necessity in any welfare program. The skills to break the cycle permanently were listed as cognitive ability, emotional competence, etc. Anderson experienced a transformative learning experience and realized how her life could be used as an example. She realized the value of mentoring and sharing her story. Welfare workers and social workers don't often have a mentoring role. Education can make a person self-sufficient in the rest of their life. Making access to community college a part of welfare reform would be a tangible change. Once she became a university student, she reframed herself in her life. Now,

Anderson is a graduate student in the school of education, and works at the returning women center. She represents a new family tradition.

Rosemary Powers asked that Anderson speak about the barriers within the education system, and what helped her in that system. Anderson said that many of the barriers are within, thinking that you don't belong in college, feeling stupid. A major thing for students is math and technology; they are often on the other side of the digital divide. Anderson had never accessed an internet before college and this was a major barrier for her. She started to learn these skills at the community college, and decided to just plow through them. She started full time and received her AA in 2004 or 2005, then actually went on to major in computers for a year because she thought she could get a job in that. Anderson added that there are a lot of social barriers to college; living in a low-income housing complex, people there would say "what do you think you're doing?" Anderson's partner was a great support and mentor, and her parents helped with childcare. She also took her children to school with her often. Anderson said that there was a lot of hand-holding in the beginning. If you're not familiar with the campus, there is culture shock; people seem to talk a foreign language. So, orientation programs are needed, and website access to all programs on one site would help (orientation programs, transition programs from community college). Also, regular students and parents and nontraditional students should not be treated under the same umbrella.

Discussion

Pat Burk commented that all the student panelists exceptionally self-motivated. Part of this committee's job is to reflect on how to make this transition more effective; he asked what they suggest to help students who may be more discouraged?

Carmen Anderson cited peer mentoring as very effective. When she first stepped onto the community college campus, she saw a person she went to grade school with who pointed her in the right direction. Anderson was very reluctant at school, felt it was something she had to do or she wouldn't go far with jobs. Children of single mothers on welfare don't get out of that cycle. She wanted to break that cycle and wants her daughter to be a witness to this.

Lawson introduced and thanked Xena Piccolo, a practicum who is working with Student Parent Services and has done a tremendous amount of work on their website.

Vasily Bukur said that nothing could stop him in college, but there were hurdles. He went to a placement center at the community college to take a placement test for English, and was told to go to ESL. He took the test and gave it back to this person instead of going to ESL. Some other people might have been stopped by this. Bukur is from Moldova, and some people look at him like "who do you think you are going to college?" There was an article in *Oregonian* about the Russian speaking community, and he was very thankful for this. So often, parents give the advice to boys to fix cars, and to girls to get married as soon as possible, and he wants his children to see more. He has not seen enough encouragement to Russian and East European students to do good things. Too often, the only thing they see in their language is negative statements, laws, and rules. Bukur teaches Sunday school at the Russian school and tells every child you should go to college. Bukur himself had a friend from Holland who lived here for 25 years, his managers, and his supervisors, all of whom encouraged him and embraced that he was different.

Jason Alves reiterated the importance of peer mentorship programs. They are looking at the VPSA so we that they be part of the orientation students. They offer a separate campus tour for veteran students.

Alex Sanchez noted that some colleges like Chemeketa CC have a large Russian and Spanish population in their service area that do have multi-language communications.

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Agnes Hoffman said that the stories told are awe-inspiring, and congratulated each of the panelists. The common thread she learned is that while information is available, and we all have pretty good websites and orientations, the ways we connect with students is really important. The policy option package that we are promoting includes ways to get this information out through people. While legislators and policy approvers shy away from the human resource aspects, we need to remember that the work can't be done without that relationship building. We can't do it without the human resources. Dalton Miller-Jones added that we need to argue for resources for this, and portray it as community mind-set, not as a machine.

Chris Cronin stated appreciation for all this work, and said that since she works adults on the East side of the state, she wants to remind the committee about these students' barriers. Students in rural areas don't have a college campus to walk into, but they have all the same needs and desires. Their only real access is through online courses. This is a huge piece of the state that we need to continue to address. The campuses need to be receptive to remote distance learners. Miller-Jones added that they need to access a campus too.

Rosemary Powers said that when you talk to relationship, you are talking about catering to the customer. The notion of an immigrant can be pretty broadly defined. When we look at education as a way out of class, we are not yet at a point of saying there is anything valuable where a student was. Powers asked if the student panelists felt that the value of their experience was acknowledged and appreciated by the universities.

Carmen Anderson said that she started as a child family studies major and was very vocal about this; immediately, she felt the institution used her as a teacher from her if experiences. She wanted to be involved in activities and programs and realized that they needed her to know about people in her situation.

Mark Endsley added that in regards to technology, we only have done the bare minimum with remote sites, and we need to start thinking more about relationships through technology. The delivery right now is to substitute lectures. We are not using current technology to take advantage of the fact that it has become a social place. To have a mentor is a possibility now and we're not taking advantage of that.

Lola Lawson said that generally student parents and adult students are not here to find out who they are; they are on a mission to get something done.

Debbie Stone responded to the idea of immigrants. She said that in human development, we talk about how our country is shifting and immigrants are bringing us some ideas we lost that we really need, such as how we teach elders, etc. In education, we need to shift culture, we need to acknowledge and value and see what the new populations are bringing us. We won't have enough money to have these small support systems everywhere but it is easy in thirty seconds to be relational and so many of us don't know how to do that. A consistent faculty and staff training effort would help.

Hilda Rosselli said she is always looking for tips to share with faculty and suggested looking at what three things faculty can be doing when meeting with a group of diverse students.

Anderson said it is important to meet students where they are at, and to let them know where they fit in.

Bukur said that he wasn't able to participate in many clubs or activities because he was so busy but he spoke with everyone, and everyone at OTI now knows where Moldova is!

David McDonald said that we are accustomed to point out disability services, alternative test taking, etc. in syllabi, but the notion about kids being welcome is important. We need a different configuration. The

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core of the university has to do with the faculty and student and the teaching learning environment. Cultural competency stands for how can we get people to recognize they have a very diverse set of learners and need to accommodate to that. We need to get faculty to change willingly. He urges those of us who come from a faculty perspective to create some kind of subcommittee that deals with this.

Hilda Rosselli said she appreciates the heartfelt stories. At WOU, they offer a childcare facility but to make the budget work the cost is too high.

Pat Burk pointed out that all three student panelists started at community college and asked about the effectiveness of transfer of credits and the AAOT for these students. Bukur said he got the information he needed through his advisor, online, and through a friend at PSU. Barham pointed out the Oregon also offers Oregon Transfer Days. Alves said that he finished the AAOT himself and it worked great for him.

Lola Lawson addressed the question on childcare. She said that PSU has two facilities that are subsidized by student incidental fees so that students can get a 40% discount. The university also provides in-kind support including building maintenance, etc.

Debbie Stone responded to the question on the curriculum for diversity. She emphasized the importance of eliciting student stories, and focusing on academic rigor but also on applying the stories to the lives of the students within class. We need to infuse the curriculum with examples from students' lives.

Joe Holliday and Dalton Miller-Jones thanked the panelists. Miller-Jones reiterated the progress board's 40/40/20 goals and said that people like the panelist will help get us there.

The meeting was adjourned.