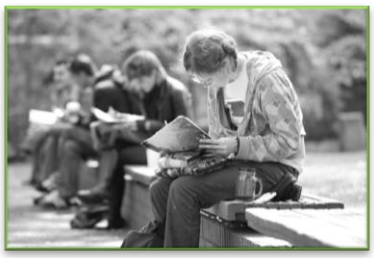
HOUSE BILL 3418: INTERIM REPORT TO THE 2012 OREGON LEGISLATURE

December, 2011

SUBMITTED BY:
TASK FORCE ON HIGHER EDUCATION
STUDENT AND INSTITUTIONAL SUCCESS



TASK FORCE ON HIGHER EDUCATION STUDENT AND INSTITUTIONAL SUCCESS

DECEMBER, 2011 INTERIM REPORT

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I. EXECUTIVE SUMMARY

The Task Force on Higher Education Student and Institutional Success was created by House Bill 3418, which was passed by the Oregon Legislature during the 2011 Legislative Session. The bill outlines the membership requirements for the 17-member Task Force with 13 members appointed by the Governor and four legislators appointed by the Senate President and Speaker of the House.

This Interim Report is required by the bill, and is based on the first two meetings of the Task Force, held in November 2011. The bill requires a final report to be delivered to the Legislature in October 2012.

WHAT THE BILL DIRECTS THE TASK FORCE TO DO

a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;
b) Consider institutional and statutory barriers to student success and completion of programs;
c) Examine methods for students to acquire basic skills and career preparation skills;
d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and
e) Compare alternative funding options instituted in other states for improving student and institutional success.

WHAT THE TASK FORCE HAS ACCOMPLISHED TO DATE

1. Identify the significant barriers to success: The "Big Rocks"

The Task Force thoughtfully discussed many barriers facing students and institutions. It then refined the list into a defined set of barriers, which if positively addressed will have the greatest impact on student success. While the list of "Big Rocks" is not exhaustive, it reflects the preliminary thinking of the Task Force members and reaches across the educational continuum – from high schools through postsecondary institutions. The most significant barriers include:

- Insufficient funding and a limited ability for students to pay costs
- Limited co-curricular activities for students
- Inadequate high school preparation
- Insufficient numbers of full-time faculty
- Limited support services such as advising and tutoring
- Unclear degree objectives
- Insufficient support for Career & Technical Education programs
- Limited data to track students
- Poor management of transitions between education institutions
- Limited college going culture in rural areas

- Insufficient physical infrastructure and instructional equipment to meet student needs
- Insufficient support for underrepresented communities

2. Identify possible strategies to address the barriers to success

The Task Force identified a number of programs and activities (some of which are already in place but could be able to be implemented more widely) to foster student and institutional success. These programs fall into a number of general categories:

- New student orientation/first year experiences
- Instructional innovations
- Academic interventions (such as early warning systems)
- Comprehensive and accessible advising
- Retention activities for specific groups
- Enriched student learning opportunities
- Supplemental instruction
- Precollege activities
- Diverse faculty

Over the course of the next year the Task Force will examine best practices, both in Oregon and throughout the country, in order to specify, expand and refine this list.

WHAT THE TASK FORCE PLANS TO DO IN THE COMING YEAR

HB 3418 outlines the expectations for the Task Force from submission of the December 2011 report to the final report due on October 15, 2012. The bill also calls on the Task Force to "submit periodic updates to any interim legislative committees related to higher education while completing its tasks and preparing its reports."

2012 TIMELINE

The Task Force plans on meeting every other month in 2012. These meetings will include:

January 17-20:	Provide possible testimony during Legislative Committee Days.
February 2-3:	Participate in the Student Success & Retention Conference with a panel presentation by Task Force members.
March:	Achieve agreement on the three to five "Big Rocks" the Task Force believes should be addressed. ("Big Rocks" are those barriers that if positively addressed will have the greatest impact and create the tipping point for student success.)
May:	Outline the major steps to address the "Big Rocks;" Define measures of institutional success.
June-July:	Assess the degree to which institutions in Oregon are implementing strategies that address obstacles to student success.

	Develop initial recommendations for high schools, community colleges and OUS.
September:	Conduct meetings at selected sites around the state to elicit feedback and reactions regarding preliminary recommendations.
October:	Submit the final report to the Oregon Legislature.

Detailed information of the work of the Task Force on Higher Education Student and Institutional Success can be found at http://www.ous.edu/state_board/jointb/sis.

II. TASK FORCE CHARGE

The Task Force on Higher Education Student and Institutional Success was created by HB 3418, passed by the Oregon Legislative Assembly during the 2011 Legislative Session. The bill outlines the membership requirements for the 17-member Task Force with 13 members appointed by the Governor and four legislators appointed by the Senate President and Speakers of the House. See p. 8 for the Task Force Membership.

The bill includes five specific charges to the Task Force:[1]

> The Task Force shall, for higher education students and institutions in this state:
> (a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;
> (b) Consider institutional and statutory barriers to student success and completion of programs;
> (c) Examine methods for students to acquire basic skills and career preparation skills;
> (d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and
> (e) Compare alternative funding options instituted in other states for improving student and institutional success.

Appointments to the Task Force were completed in October 2011. It has held two meetings that serve as the basis for this report. (Meeting agendas are included in Appendices B & C.)

Under the bill, the Task Force is to offer an initial report to the Legislature by December 1, 2011. A final report is due October 15, 2012.

RELATIONSHIP OF THE TASK FORCE TO OTHER LEGISLATION PASSED DURING THE 2011 LEGISLATIVE SESSION:

A number of significant bills were passed during the 2011 Legislative Session that focused on improving educational attainment and educational quality in Oregon. These include:

SB 909: Establishes the **Oregon Education Investment Board (OEIB)**, which is charged with overseeing the creation of a unified public education system that begins with early childhood services and continues from kindergarten to postsecondary education. The OEIB is to ensure that early childhood services are streamlined and connected to public education from kindergarten through grade 12, and that public education from kindergarten through grade 12 is streamlined and connected to postsecondary education. Under SB 909, the OEIB will recommend strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state. The OEIB is also charged with providing an integrated, statewide, student-

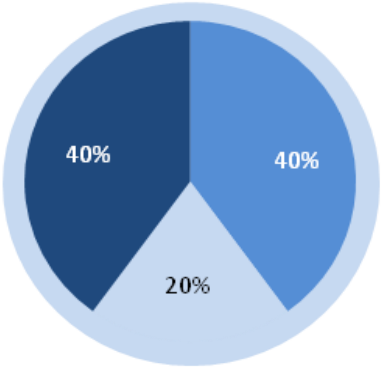
[1] HB 3418, Section 1(2)(a-e). Retrieved from: http://www.leg.state.or.us/11reg/measpdf/hb3400.dir/hb3418.en.pdf

based data system that monitors expenditures and outcomes, in order to determine the return on statewide education investments. In addition the OEIB is to appoint a Chief Education Officer.
http://www.leg.state.or.us/11reg/measpdf/sb0900.dir/sb0909.en.pdf

SB 242: Changes the Oregon University System from status as a state agency, and establishes the State Board of Higher Education and the Oregon University System as a **public university system**. SB 242 establishes the Higher Education Coordinating Commission (starting July 1, 2012) to guide the coordination and transitioning of students as they move from high school to community colleges and universities.
http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0242.en.pdf

SB 253: Establishes in state statute the **40-40-20 goal**—to ensure that by 2025 at least 40 percent of adult Oregonians have earned a bachelor's degree or higher; at least 40 percent of adult Oregonians have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and the remaining 20 percent or less adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment. (In effect, 100 percent of all Oregonians would attain a high school diploma.)
http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0253.en.pdf

Figure 1 – The 40-40-20 Goal



40% of adult Oregonians have earned a bachelor's degree or higher (now **30%**)

40% of adult Oregonians have earned an associate's degree or postsecondary credential (now **18%**)

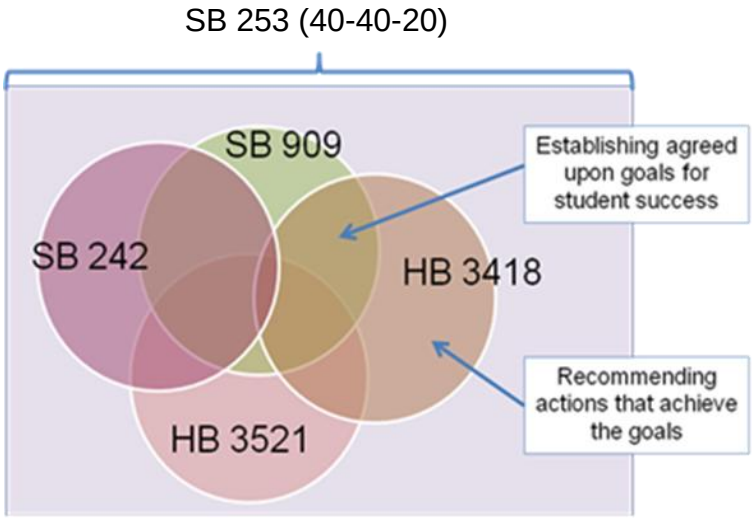
20% of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)

SB 254: Charges the Joint Boards of Education to develop **statewide standards for dual credit programs**, which are to be implemented by public high schools, community colleges and state institutions of higher education within the Oregon University System. The standards must establish the manner by which students can earn course credit both for high school and for a community college or state institution of higher education within the Oregon University System.
http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0254.en.pdf

HB 3521: Establishes the **Transfer Student Bill of Rights and Responsibilities** and charges the Joint Boards of Education to develop standards related to the ability of students to apply credits earned through courses of study at community colleges to baccalaureate degrees awarded by state institutions of higher education.
http://www.leg.state.or.us/11reg/measpdf/hb3500.dir/hb3521.en.pdf

The work of the Task Force on Higher Education Student and Institutional Success will be undertaken in the context of these bills.

Figure 2: the various education bills passed during the 2011 Legislative Session



Student success may be a factor in a number of the bills passed during the 2011 session. Figure 2 seeks to provide an example. The Task Force will focus on recommending actions that will achieve student success, while there will likely be interaction between the OEIB and the Task Force on agreed upon goals for student success.

Creating a unified and coordinated education system. The Task Force will add value to the important 11-14 grade level segment of the education continuum and the transition across the institutional boundaries between high schools, community colleges and universities.

Operating in a world of achievement compacts. The Task Force will help the OEIB by defining what student success is and creating a menu for what works that can be adopted and emulated by districts and postsecondary institutions.

Developing the Education Budget. While this is primarily the responsibility of the OEIB, the Board will hear from the Task Force on the following questions:

- Are there programs that should be funded to achieve student success? (Conversely, what can be eliminated?)
- Are there incentives that will help students succeed in transitioning across the institutional boundaries?
- What investments need to be made to assess student outcomes?

Implementing Achievement Compacts. In the "tight/loose" world of achievement compacts, the Task Force will provide helpful advice to the OEIB on what should be considered as student and institutional success as it refines the achievement compacts over time:

- What factors should be considered for achievement compacts?
- What elements should ultimately become incentives, investments and expectations when districts and institutions under-achieve?
- The Task Force will identify members to act as liaisons with the OEIB.

III. Task Force Membership

Ed Dodson, Co-Chair
Chemeketa Community College Board of Directors, retired teacher and administrator

Jim Francesconi, Co-Chair
State Board of Higher Education member since 2007 and attorney with the law firm of Haglund, Kelley, Horngren, Jones, & Wilder LLP

Jackie Altamirano
Mount Hood Community College student, President of the Associated Students of MHCC

June Chrisman
Chief Human Resources Officer, Providence Health and Services, Oregon Region

Ben Eckstein
University of Oregon student, President of Student Government, former member of Oregon Student Assistance Commission

Jon Eldridge
Vice President for Student Affairs, Southern Oregon University

Betty Fung
Oregon Institute of Technology student

Beth Gerot
Co-Owner, Woodruff Nursery and Landscapes

Dr. Connie Green
President, Tillamook Bay Community College

Dr. G.L A. Harris
Associate Professor, College of Urban & Public Affairs, Portland State University

Juliet Long
Instructor and Department Chair, Computer Science, Rogue Community College

Dr. Rosemary Powers
Professor of Sociology, College of Arts & Sciences, Eastern Oregon University

Dr. Ed Ray
President, Oregon State University

The President of the Senate and Co-Speakers of the House have appointed two members each:

Sen. Mark Hass (D-Tigard)

Sen. David Nelson (R-Pendleton)

Rep. Michael Dembrow (D-Portland)

Rep. Mark Johnson (R-Hood River)

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IV. WHAT DOES STUDENT SUCCESS LOOK LIKE?

WHY IS STUDENT SUCCESS IMPORTANT?

There is a direct link between educational attainment and individual and regional economic prosperity. People with an associate's degree earn at least $8,000 more per year than people with a high school diploma. Those with a bachelor's degree earn $17,000 more. Over the course of a lifetime, a degree can mean hundreds of thousands of dollars in additional income for a household. Postsecondary education also leads to broad civic, economic, and societal benefits that are critical to Oregon's advancement and prosperity in an increasingly competitive world economy. Having an educated and competitive citizenry and workforce will in turn attract more employers, both public and private, to the state. By the end of this decade, more than 60 percent of jobs will require a college education. Four-fifths of jobs paying $50,000 or more will require at least a bachelor's degree to be competitive. Most of the remaining one-fifth will require an associate's degree or postsecondary training. Over one-third of lower wage jobs will require some postsecondary education.

Just getting into college will not provide Oregon's residents access to the higher-wage jobs of the future and the economic benefits they provide, – *they have to successfully complete college.*

WHAT DOES STUDENT SUCCESS LOOK LIKE?

The Task Force brainstormed the definition of student success and thought broadly without being fettered by the constraints of current measurements. They identified the following elements of student success, encompassing both individual and system characteristics.

Workforce Preparation and Advancement

- Create a workforce that meets Oregon's needs
- Attract outside business to Oregon
- Provide workforce needs specific to STEM (Science, Technology, Engineering & Math)
- Enable real world understanding
- Foster the ability to work in teams /collaborate
- Find a rewarding career

Lifelong Learning

- Create the ability and willingness among citizens to learn in every stage of life
- Think critically, conduct research, and apply this work to the needs of the state and the community
- Take the responsibility for self-management
- Take personal ownership of learning
- Make education a meaningful goal in life
- Master effective oral, writing and quantitative skills

Civic Participation and Cultural Competence

- Participate in democracy
- Be culturally competent
- View society as a systematic/structural rather than an individualistic perspective
- Promote and support the value of education in one's community

Quality Education

- Focus on quality and content learned using multiple means of assessment beyond grades
- Help raise expectations
- Develop broader, flexible thinkers and active listeners
- Make educated decisions
- Be creative and innovative
- Develop skills in self-directed learning and assessment of goals
- Recognize education to be a public good

Access to Higher Learning and Completion

- Understand career pathways
- Create the capacity to deliver and enroll in critical courses (through to completion)
- Ensure that completion is not deterred by remediation or a student's ability to pay

System Savvy

- Understand the systems/institutions that deliver educational services
- Have access to support
- Know how (and when) to ask for support
- Know how to navigate the higher education culture
- Be able to identify academic and personal support systems

V. Barriers to Student Success

Individual cases of student attrition are not attributable to a single factor, but rather a complex set of barriers. In the broadest categorization, there are two types of barriers to student success:

1) Barriers to access to postsecondary education, and
2) Barriers to completion of a postsecondary degree.

Student success depends on being able to identify and remove those barriers. The Task Force developed a preliminary list of barriers that, if not addressed, prevent students from succeeding. These barriers affect different students to differing degrees. The list below is not exhaustive, but does reflect the broad range of factors that either individually, or in combination, cause a student to be unsuccessful and/or frustrated enough to drop out or stop out for a given time. While all students may be affected by these barriers, the barriers tend to have a compounding effect on students coming into postsecondary education without strong support systems and skills.

Barriers to Student Success Identified by the Task Force

(Items are not in any specific order.)

A. FINANCIAL BARRIERS

Ability of Students and Families to Pay

- Insufficient financial aid
- Financial struggles
- Financial aid rules
- Displaced worker rules that are over proscriptive and provide only limited support
- High tuition costs
- Insufficient understanding about how to apply for financial aid
- Institutionally imposed “holds” on student registration due to small fines (library, parking, etc.)
- Non-tuition related expenses (textbooks, room and board, etc.)
- Insufficient understanding in high school about cost and the adverse impact of incurring debt both in the short term and long term

Insufficient Funding

- Insufficient state resources to support public education
- Lack of access to tuition equity (resident tuition for children of undocumented workers who meet high school graduation and other residency requirements)
- Insufficient funding for programs such as ASPIRE and GEAR-UP which seek to create a college going culture
- Insufficient availability of work-study funds and need-based aid such as the Oregon Opportunity Grant

B. SUPPORTIVE ENVIRONMENT BARRIERS

Inadequate Student Support Services

- Insufficient wrap around support services such as tutoring, counseling services, career centers, health and wellness services, disability services, orientation programs, etc.
- Not enough advising staff
- Not feeling one's culture or identity is present or understood on campus

Learning Support

- Insufficient capacity to support student needs, including distance learning
- Need to better link and leverage other support services for success (for example, writing centers, peer mentoring, distance learning resources, community members, etc.)
- Insufficient professional development support of faculty and staff directly engaged in student learning (training on course management systems, new pedagogies, and other technologies)
- Over reliance on part-time faculty (recognizing their value, but also recognizing the importance for students to connect with full time faculty)
- Insufficient access to textbooks and high cost of textbooks
- Lack of recognition of different student learning styles
- Insufficient tools that adequately assess student skills

Role Models/Mentoring

- Lack of faculty who reflect student diversity (culture, ethnic)
- Low retention of diverse faculty
- Insufficient faculty time for one-on-one sessions with students
- Need for instructors to create an encouraging environment for all to succeed

C. TRANSITION BARRIERS

Preparation in High School

- Amount of time in postsecondary settings that students must spend on remediation because they were inadequately prepared while in High School
- High school dropout rate
- Insufficient availability, funding, simplicity and understandability of accelerated learning programs – process is too complicated and involves too much paperwork
- Shortage of teachers in PK-12 STEM (Science Technology Engineering and Math) and ESL (English as a Second Language)
- Need to better connect colleges of education with PK-12 workforce needs
- Mechanisms for community colleges and universities to connect with PK-12 to better prepare students to move through PK-20 pipeline
- Insufficient numbers of counselors and inadequate counseling and guidance for students while in high school
- Insufficient interaction between high school faculty and postsecondary faculty

Transfer and Articulation

- Lack of clear pathways for transfers of credit from one institution to the next in a manner that ensures courses will count toward majors
- Insufficient alignment between high schools, community colleges, and four-year institutions in terms of course transferability, learning outcomes and achievement
- Need for Associate of Science transfer degrees
- Insufficient student and faculty awareness of transfer options and requirements

D. ADMINISTRATIVE SYSTEMS BARRIERS

- Limited systems for tracking of student progress
- Lack of unified advising systems from high schools through postsecondary levels
- Insufficient early warning systems
- Lack of statewide longitudinal data system
- Cumbersome or restrictive institutional policies related to grievance procedures, expectations of faculty, etc.
- Seemingly unnecessary paperwork for Career and Technical Education programs of study

E. PERSONAL BARRIERS

Life Issues

- Difficulties faced when balancing the need to work, attend classes, study and complete assignments
- Family responsibilities
- Inadequate childcare
- Physical and mental health
- Disabilities

F. CAPACITY BARRIERS

Insufficient Co-Curricular Activities/Spaces

- Inability for non-traditional students to participate in co-curricular activities based on schedules and commitment level
- Lack of community spaces for underrepresented students
- Insufficient space for group work and students to gather

Limited Capital Facilities

- Not enough classrooms
- Insufficient equipment/technology

Offerings

- Not enough lower division seats to ensure adequate student progress
- Lack of classes

- Inability to offer classes at frequency and times needed
- Access issues due to geographic limitations

G. ATTITUDES AND PERCEPTION BARRIERS

External Perceptions/Involvement

- Perceived lack of "value" or "image" for some degrees/certificates (example, social sciences, arts and humanities)
- Insufficient cultural appreciation and familiarity with the benefits of a postsecondary degrees and certificates
- Insufficient involvement of the larger community in promoting postsecondary education and encouraging those in their community to pursue postsecondary degrees
- Negative peer pressure
- Limited public awareness about the value of postsecondary education
- Insufficient citizen understanding that state investments in education provide a public good and not a private good

Campus Climate

- Need for unified and coordinated minority/majority communities
- Lack of diversity

H. CURRICULUM BARRIERS

Clear Degree Objectives/Progress

- Students lacking a defined focus
- Poor class scheduling
- Insufficient relevancy of education to "real life"
- Limited realistic opportunities available to students
- In sufficient numbers of high demand classes
- Inflexibility of Carnegie unit dictating credits hours, duration and start/end of offerings, etc.

REFINING THE BARRIERS

To further refine this list, the Task Force identified the "**Big Rocks"** —those barriers that if positively addressed will have the greatest impact and create the tipping point for student success. The Task Force considers these to be the most significant challenges or issues that education institutions—high schools through postsecondary institutions—will need to address in order to make progress in student and institutional success. This list is not exhaustive, but reflects the preliminary thinking of the Task Force members.

BIG ROCKS

(Items are not in any specific order.)

- Insufficient funding and a limited ability for students to pay costs: Part-time and full-time students have limited ability to pay and institutions lack funding. Both contribute negatively to student success.
- Insufficient co-curricular activities: Those students who are fully engaged in experiences and activities outside the classroom are most likely to succeed.
- Insufficient high school preparation and counseling: Students who enter community colleges and universities without the necessary educational base are least likely to succeed; students who are not exposed to the potential of a postsecondary education while in high school never expand their horizons beyond a high school diploma.
- Too few faculty: Limited full-time faculty resources result in limited course offerings, unmanageable class sizes, additional advising, mentoring and career guidance all create significant barriers to successful degree completion. Insufficient support services such as advising and tutoring: Without advice and mentorship students have a difficult time navigating among classes within institutions, and face even steeper challenges when navigating between high schools, community colleges and four year universities.
- Unclear degree objectives: When students are not clearly focused on degree and career objectives, they are less likely to complete their degrees.
- Insufficient support for Career & Technical Education programs: These programs address the needs of employers while reaching into non-traditional student populations. CTE programs are clear pathways for high school students to transition to college but with funding cuts at the high school level and lack of education surrounding CTE related careers, students are unaware of the rich job environment and opportunities that exist in these areas
- Lack of good data on students: Without student level record data students, advisors, and administrators cannot make informed, strategic decisions specific to each student's courses and degrees.
- Poor management of transitions: High schools, community colleges and four-year universities need to work together to ensure that credits are transferred to the maximum benefit of students.
- Limited college going culture in rural areas: The rate of rural Oregonians going to college ranks far below the rest of the state which limits their ability to participate in Oregon's economy.
- Insufficient physical infrastructure and instructional equipment to meet students' needs: Oregon's high schools, community colleges and four-year universities lack the capacity to reach Oregonians in need of educational services.

VI. What We Are Already Doing in Oregon

The Oregon Department of Community Colleges and Workforce Development and the Oregon University System (OUS) have invested in specific, evidence-based practices that increase retention and completion outcomes across the state. Colleges and universities have implemented strategies that embody retention principles critical for student achievement. These strategies include First Year Experience programming, academic interventions, early alert activities, advising, and retention activities focused on specific student groups. The following is a sample of student success practices in place throughout postsecondary education in Oregon.

New Student Orientation/First Year Experiences (FYE)

The first year of college, and especially the first few weeks of the first term, is pivotal to a students' academic career. Students whose first experiences are positive and supported are more likely to persist toward their goals. FYE interventions are intended to achieve long-term success by integrating students into a college's academic and social communities from the start.

Sample Best Practice in Action

Tillamook Bay Community College and **Oregon Coast Community College** are in the process of implementing the On-Course curriculum, a nationally recognized First Year Experience model shown to increase student retention. The course teaches faculty to empower and engage students to become active, responsible learners by using learning-centered strategies such as curricular initiatives that increase early student engagement. By better preparing students at the beginning of their academic experience, the colleges expect to increase term to term retention, resulting in long term certificate and degree completion.

Sample Best Practice in Action

University of Oregon has Freshman Interest Groups (FIGs) that consist of a group of 25 freshmen who are co-enrolled in two General Education classes, and also in a one-credit seminar. FIG seminars are taught by the same faculty who teach the General Education courses and student assistants collaborate with faculty to create the seminar syllabus. The purpose of the seminar is to find connections among the ideas in the main courses. FIG students have consistently out-performed non-FIG students academically, even when matched for high school statistics such as GPA or SAT scores.

Instructional Innovation, Support and Academic Interventions

Faculty engagement and academic interventions are proven to build direct relationships with students. These relationships support learning, promote the development of academic and career skills and provide an understanding of the institutional culture.[2]

[2] Beal, P. E., & Noel, L. (1990). *What works in student retention?* Princeton, NJ: The American College Testing Program.

Sample Best Practice in Action

Rogue Community College math classes have the highest attrition rate of all courses; in academic year 2010-11, 30 percent of students earned a non-passing grade. Sixty percent of entering students place in Algebra I on a college placement test, requiring them to take at least two remedial math courses before they can earn any college credits. For these students, success or failure in remedial courses will facilitate either their transition into college-level work or transition into the end of their college career. The Math Learning Community incorporates a formal math curriculum, math anxiety curriculum, student success tracking, and integrated support services.

Sample Best Practice in Action

Eastern Oregon University offers tutoring resources coordinated through the Learning Center and available to all students on both a scheduled and walk-in basis. Certain courses, particularly those in math and science, may have a dedicated program of support. For example, most developmental math courses are accompanied by a Math Excel program, which provides regularly scheduled tutoring sessions to all students enrolled in those particular math courses, and is often required.

Early Warning and Intervention Activities

Students encounter various transitions and potential pitfalls all along the educational continuum. Proactive, early interaction with students encountering academic difficulty is imperative to improving student success and retention. Early warning programs offer an array of tools focused on supporting and empowering students to reach their educational goals.

Sample Best Practice in Action

Umpqua Community College has implemented an intrusive intervention strategy to increase student success rates in online and face-to-face courses that have low pass rates. The initial emphasis was on courses in the computer information systems program and included faculty and peer tutor interventions. The focus of the work was to develop a prototype, and implement strategies that actively support student persistence in first-term classes where failure has a large multiplier effect of increasing the likelihood of failure in subsequent courses.

Sample Best Practice in Action

Oregon Institute of Technology has an Early Warning program that is designed to identify and intervene with students who are at-risk of "stopping out" or otherwise not meeting their educational goals. The program assess entry and continuing success indicators for all new students to the campus and identifies and assists students as they work to meet their academic program. It provides pre-term, mid-term, and post-term student assessment, working closely with faculty, advisors and others to maintain a successful program for the student.

Advising

National studies have shown that college students are taking longer to complete associate's and bachelor's degrees. One reason for this trend is that students may not be receiving adequate academic advising thus leading to the earning of excess courses which may not apply to a degree. To counter this,

institutions offer advising using a variety of delivery methods and techniques to better inform students of their pathway to a degree or credential.

Sample Best Practice in Action

Mount Hood Community College has an Appreciative Advising program that involves early engagement of students in a meaningful, structured way to connect with them, discover their past successes and challenges in education, to learn their dreams, and then to design and deliver an academic plan that does not allow the student (or the institution) to settle for less than the student's potential.

Sample Best Practice in Action

Portland State University has invested $1 million in support of the institution's academic advising initiative to include the hiring of 13 additional professional advisers and other infrastructure. New advisers have been placed in several academic departments and each receives ongoing training on student success strategies.

RETENTION ACTIVITIES FOR SPECIFIC GROUPS

College students are a very diverse group. Today's undergraduates represent an array of ages, ethnicities, academic backgrounds and life experiences. In order to serve the essential requirements of students who may be more at-risk of academic difficulties, institutions offer specialized programs and focused services to support students' attainment of their educational goals.

Sample Best Practice in Action

Clackamas Community College offers online advising services to bolster persistence of a cohort of reintegrated veterans.

Sample Best Practice in Action

Southern Oregon University runs a Federally funded Ronald E. McNair Program (TRiO). This program is designed to ensure that the student scholars receive their Bachelor Degree, enroll in graduate school, and have the knowledge, skills, and background preparation that are required to successfully complete a doctoral (PhD) program. Nationally, students from low-income backgrounds are eight times less likely to complete a bachelor degree than non-disadvantaged students however the statistics for students participating in McNair programs reveal extremely high rates of baccalaureate matriculation and enrollment into graduate school programs, and these rates are much higher than rates for comparable populations who have not participated in the McNair program.

SUPPLEMENTAL INSTRUCTION

Supplemental Instruction (SI) is an academic assistance program that uses regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders," students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

Sample Best Practice in Action
Oregon State University offers Supplemental Instruction (SI) to students taking high-risk courses (such as college algebra or anatomy and physiology). The program offers group tutoring sessions (called study tables) that increase students' course performance and comprehension by integrating how-to-learn with what-to-learn. Attending SI sessions helps students to become actively involved in the course as they work with their peers to process course work, supplementary readings, and lecture notes.

PRECOLLEGE ACTIVITIES

These initiatives are often offered to historically underrepresented students during summer breaks in the high school academic year. The goal of the activities is to socialize students to college and facilitate the transition from high school to college.

Sample Best Practice in Action
Western Oregon University has a program for early outreach to middle schools. For first-generation-to-college students and family, the transition to college is a challenging combination of academic and social changes. For many first-generation students, initial matriculation to WOU may be the families' first formal experience on any college campus. As a result, WOU has instituted a program of middle school and early high school hosted visits which include campus tours, conversations with faculty, workshops, and student panels. The goal is to demystify college and provide students with realistic experiences and expectations about college.

VII. Possible Strategies/Best Practices under Consideration

Students and institutions will be limited in their progress until effective strategies to address the barriers are in place.

> Students who drop out of the educational pipeline lose their initial fiscal investment and those who leave before completion of their program are more likely to hold significant debt loan and be less likely to repay those loans. But perhaps the most important thing students lose is time. Students who leave school often lose valuable "life" time; time spent where little is gained. We understand that education has an opportunity cost to it, but we often forget that the cost is only repaid to those who complete. [3]

Student retention and persistence is complex, and there is no single strategy that works for every institution and for every student. What works for one student or one institution may not necessarily work for another. The Task Force identified a preliminary set of strategies that have the potential for improving student success. These strategies affect students at many points along the educational continuum, including high school, and require proactive interventions at the postsecondary level.

Strategies for Student Success Identified by the Task Force

(Items are not in any specific order)

- Develop a first term experience and student support program at all community colleges
- Develop and share innovative Information Technology practices for student success (blackboard tools, etc.)
- Reach out early to all high school students to provide meaningful postsecondary information
- Provide more targeted funding to specific student success strategies while seeking to reduce administrative costs
- Increase diversity of the faculty and create an inclusive environment to support their success
- Increase awareness and support for Career and Technical Education programs starting in high school though college
- Improve professional development and mentoring for all faculty/instructors to ensure quality faculty (with emphasis on new and incoming faculty)
- Improve professional development and mentoring for managers/administrators to ensure quality decision making
- Connect employers to students through internships, scholarships, cooperative work experience programs, etc.

[3] Swail, W. (2006, January). Seven guiding questions for student retention. *Student Success: Educational Policy institute.* pp. 1-2. Retrieved from http://www.educationalpolicy.org/pdf/StudentSuccess_0601.pdf

- Increase investments in Accelerated Learning Options and other opportunities for high school students
- Increase cross communications among K-12, Community Colleges and OUS institutions to ensure that student progress is not impeded at the program level
- Develop a marketing and public campaign to support higher education by promoting a college going culture and ensuring an educated citizenry
- Increase flexible scheduling for non-traditional students
- Focus on the results/outcomes not on reports
- Increase ASPIRE, GEAR-UP and other mentoring programs to increase college going culture
- Follow through on HB 3521 "Transfer Student Bill of Rights and Responsibilities" (i.e. reverse transfer and degree audits)
- Combine low skill preparation with applied learning – Oregon Pathways for Adult Basic Skills (OPABS) and Career Pathways
- Create incentives for employers and students to undertake long-term connections to clearly identify the skills and knowledge required for success as students and as employees
- Build out data system to better track students and provide students and institutions with necessary data
- Implement Science, Technology, Engineering and Math (STEM) with an arts emphasis (STEAM)
- Look at maximizing and bundling tools to share across institutions
- Examine prior learning assessments to determine if they still meet learning outcomes for success
- Look for ways to include private sector capacity
- Limit tuition increases to make higher education for Oregonians not only accessible but affordable
- Ensure faculty salaries are in alignment with industry and or other institutions in order to draw quality candidates and retain them
- Increase advising/placement/cohorts
- Increase high-quality distance learning delivery
- Create a statewide degree audit system to help students understand how their credits apply to different schools and programs prior to transfer to complete their certificates and degrees
- Create programs that help students near completion complete
- Find ways to rewarding faculty for teaching success to avoid uneven emphasis on research success
- Increase resources for instruction by reducing administrative costs in order to ensure adequate classroom resources and eliminate any disproportionate costs for administrative functions/administrators
- Educate students in K-12 about student debt issues
- Consider income based student debt repayment
- Redirect, where possible, unrestricted funds to support instruction and advising

- Provide fixed term faculty with multiyear contracts instead of one year contracts to provide greater stability and incentives
- Reduce the use of contingent/part-time faculty to ensure that students have access to tenured and tenure track faculty
- Reduce the teaching load and class sizes for faculty to allow for greater interaction with students and ensure quality does not erode
- Eliminate redundancies and organizational silos that impede efficiency and use those resources for instruction; flatten all organizational silos wherever possible

Over the course of the next year the Task Force will examine best practices, both in Oregon and throughout the country, in order to expand and refine this list.

VIII. WORK PLAN FOR 2012

House Bill 3418 outlines the expectations for the Task Force between the submission of the December 2011 report and the final report due on October 15, 2012. These include:

- Facilitate discussions with key higher education stakeholders at the institutional and board levels;
- Hold public hearings throughout this state to gain input on its tasks;
- Review work done by previous committees and Task Forces in this state, as well as by relevant professional organizations and other states;[4]
- Interact with the OEIB on achievement compacts and outcomes funding models and metrics;
- Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and
- Compare alternative funding options instituted in other states for improving student and institutional success.

The bill also calls on the Task Force to "submit periodic updates to any interim legislative committees related to higher education while completing its tasks and preparing its reports."[5]

To accomplish these tasks and complete its final report, the Task Force plans on meeting every other month in 2012, with work conducted by staff from the Oregon Department of Community Colleges and Workforce Department and the Oregon University System in between the meetings.

Pending invitation by the relevant committees, the Task Force will be prepared to address the legislative committees during the January 18-20, 2012 committee days. It does not intend to recommend specific legislation for consideration during the February 2012 Legislative Session, but may provide testimony supportive of legislative recommendations from the Oregon Education Investment Board.

2012: PLANNED ACTIVITIES FOR THE TASK FORCE ON HIGHER EDUCATION STUDENT AND INSTITUTIONAL SUCCESS

January 17-20:	Possible invited testimony for Legislative Committee Days.
February 2-3:	Student Success & Retention Conference, Portland Sheraton: Panel presentation by Task Force members of the interim report to conference attendees. (http://oregoncssa.org/wordpress/?cat=10) May include possible meeting of the Task Force.
March:	Achieve agreement on the three to five "Big Rocks" the Task Force believes should be addressed. ("Big Rocks" are those barriers that

[4] HB 3418, Section 1(3)(a-c). Retrieved from: http://www.leg.state.or.us/11reg/measpdf/hb3400.dir/hb3418.en.pdf
[5] HB 3418, Section 1(10)(c). Retrieved from: http://www.leg.state.or.us/11reg/measpdf/hb3400.dir/hb3418.en.pdf

	if positively addressed will have the greatest impact and create the tipping point for student success).
May:	Compare alternative funding options instituted in other states for improving student and institutional success. Begin to outline the major steps that institution appropriate action to address the "Big Rocks." Define Measures of institutional success.
June-July:	Assess the degree to which institutions in Oregon are implementing strategies that address obstacles to student success. Develop initial recommendations for high schools, community colleges and OUS.
September:	Conduct meetings at selected sites around the state to elicit feedback and reactions regarding preliminary recommendations
October:	Submit final report to Oregon Legislature.

IX. APPENDICES

A. House Bill 3418

B. November 7, 2011 Agenda

C. November 18, 2011 Agenda

D. Materials provided to Task Force Members

APPENDIX A: HOUSE BILL 3418

76th OREGON LEGISLATIVE ASSEMBLY--2011 Regular Session

Enrolled
House Bill 3418

Sponsored by COMMITTEE ON EDUCATION

CHAPTER .....

AN ACT

Relating to higher education; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Task Force on Higher Education Student and Institutional Success is established, consisting of 17 members appointed as follows:

(a) The Governor shall appoint:

(A) One member from the State Board of Higher Education.

(B) One member from the board of a community college district in this state.

(C) Two members, each of whom is a faculty member of a state institution of higher education listed in ORS 352.002. One shall be a faculty member from the University of Oregon, Oregon State University or Portland State University, and one shall be a faculty member from one of the other state institutions of higher education listed in ORS 352.002.

(D) One member who is a faculty member of a community college in this state.

(E) Two members, each of whom is a student at a state institution of higher education listed in ORS 352.002. One shall be a student from the University of Oregon, Oregon State University or Portland State University, and one shall be a student from one of the other state institutions of higher education listed in ORS 352.002.

(F) One member who is a student at a community college in this state.

(G) One member who is a president of a state institution of higher education listed in ORS 352.002.

(H) One member who is a president of a community college in this state.

(I) Two members, each of whom is a representative of an Oregon-based business. At least one shall represent a small Oregon-based business.

(J) One member who is a nonfaculty staff member at a state institution of higher education listed in ORS 352.002.

(b) The President of the Senate shall appoint two members from among members of the Senate.

(c) The Speaker of the House of Representatives shall appoint two members from among members of the House of Representatives.

(2) The task force shall, for higher education students and institutions in this state:

(a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;

(b) Consider institutional and statutory barriers to student success and completion of programs;

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(c) Examine methods for students to acquire basic skills and career preparation skills;

(d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and

(e) Compare alternative funding options instituted in other states for improving student and institutional success.

(3) To accomplish the tasks set forth in subsection (2) of this section, the task force shall:

(a) Facilitate discussions with key higher education stakeholders at the institutional and board levels;

(b) Hold public hearings throughout this state to gain input on its tasks; and

(c) Review work done by previous committees and task forces in this state, as well as by relevant professional organizations and other states.

(4) A majority of the members of the task force constitutes a quorum for the transaction of business.

(5) Official action by the task force requires the approval of a majority of the members of the task force.

(6) The task force shall elect one of its members to serve as chairperson.

(7) If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.

(8) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the members of the task force.

(9) The task force may adopt rules necessary for the operation of the task force.

(10)(a) The task force shall submit an initial report, and may include recommendations for legislation, to any interim legislative committees related to higher education no later than December 1, 2011.

(b) The task force shall submit a final report, and may include recommendations for legislation, to any interim committees related to higher education no later than October 15, 2012.

(c) The task force may submit periodic updates to any interim legislative committees related to higher education while completing its tasks and preparing its reports.

(11) The Joint Boards of Education, or any successor coordinating commission, shall provide staff support to the task force.

(12) Members of the task force are not entitled to compensation.

(13) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties.

SECTION 2. Section 1 of this 2011 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. This 2011 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2011 Act takes effect on its passage.

APPENDIX B

November 7, 2011 Agenda

Task Force on Higher Education Student and Institutional Success • HB 3418

Agenda

Monday, November 7, 2011
8:00am-11:00am

Oregon State Board of Higher Education Boardroom
PSU Academic and Student Recreation Center (ASRC)
1800 SW 6th Ave, Suite 520
Portland, Oregon

1. Task Force Member Introductions (15 minutes)

2. Election of Task Force Chair (10 minutes)

3 Overview of HB 3418 (10 minutes)
   - Rep. Dembrow

4. Context: Education Legislation from the 2011 Legislative Session: HB 3418, SB 909 SB 253, HB 3521, SB 242 (10 minutes)
   - Tim Nesbitt

5. Student Success -- What we know, what we are doing, what we need to do, and what we need to stop doing (1 hour 15 minutes)
   Discussion led by:
   - Sona Andrews, Oregon University System
   - Cam Preus, Department of Community Colleges and Workforce Development

6. Future meetings, discussion of a work plan, December 2011 report (30 minutes)
   Discussion

Charge to the task force (from HB 3418)
The task force shall, for higher education students and institutions in this state:

(a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;

(b) Consider institutional and statutory barriers to student success and completion of programs;

(c) Examine methods for students to acquire basic skills and career preparation skills;

(d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and

(e) Compare alternative funding options instituted in other states for improving student and institutional success.

APPENDIX C

November 18, 2011 Agenda

Task Force on Higher Education Student and Institutional Success • HB 3418

Agenda

Friday, November 18, 2011
1:00pm-4:00pm

Governor's Conference Room, State Capitol Building
Salem, Oregon

1. Remarks from Governor Kitzhaber (15 minutes)

2. Brief Updates/Review of November 7th meeting (15 minutes)
   a. What we know about job placement after graduation
   b. Oregon Learns Project
   c. Student Success and Retention Conference (February 2-3, 2012, PDX Sheraton)

3. Synthesis of November 7 discussion (45 minutes)
   a. What is student success?
   b. What are the barriers to student success?

4. Linking barriers to strategies (45 minutes)
   a. What are we currently doing to achieve student success?
   b. What should we be doing?

5. Outline of December report (30 minutes)

6. Next Steps

Charge to the Task Force (from HB 3418)

The task force shall, for higher education students and institutions in this state:

(a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;

(b) Consider institutional and statutory barriers to student success and completion of programs;

(c) Examine methods for students to acquire basic skills and career preparation skills;

(d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and

(e) Compare alternative funding options instituted in other states for improving student and institutional success

APPENDIX D

MATERIALS PROVIDED TO TASK FORCE MEMBERS

All Task Force materials below are available at http://www.ous.edu/state_board/jointb/sis

1. Testimony to House Subcommittee on Higher Education, March 29, 2011
2. Senate Bill 909: Oregon Education Investment Board
3. House Bill 3521: Transfer Bill of Rights and Responsibilities
4. Senate Bill 253: 40/40/20 Goals
5. House Bill 242 summary

REPORTS:

6. Senate Bill 909 Work Group PowerPoint
7. Postsecondary Quality Education Commission Scenarios for Achieving the 40% 40% 20% Goal in Oregon, May 2010
8. Postsecondary Quality Education Commission Report, November 2008
9. Transforming Student Achievement in Oregon's Community Colleges
10. OUS Institutional Student Retention Updates, November 2010
11. University of Texas – El Paso and El Paso Community College Reverse Transfer: Program Overview, October 2011
12. Hardwiring Student Success. By the University Leadership Council, 2009 (not available on website)
13. Oregon Learns: The Education Agenda and the Oregon Education Investment Board. *October 2011*. http://www.oregon.gov/Gov/docs/2011_09_30-General_SB909PPT.pdf?ga=t

ARTICLES:

1. Colleges Try to Unlock Secrets to Student Retention: Experts examine findings for keys to school success. By Caralee J. Adams
2. High-Impact Educational Practices from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008).
3. Validation Theory and Student Success: The UTEP Story. By Donna E. Ekal and Sandi¡a Rollins Hurley