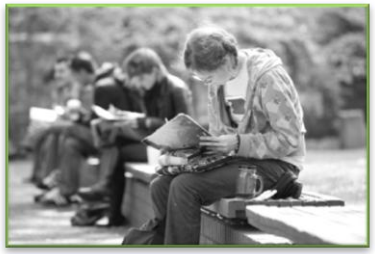
Task Force on Higher Education Student and Institutional Success (House Bill 3418)

Presentation for OEIB



HB 3418: The Task Force Charge

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.

Task Force Members

Governor appointees

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

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

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

June Chrisman, Human Relations Director, Providence

Ben Ekstein, 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 head, Computer Technology, Rogue Community College

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

Dr. Ed Ray, President, Oregon State University

Legislative appointees

Sen. Mark Hass (D-Tigard)

Sen. David Nelson (R-Pendleton)

Rep. Michael Dembrow (D-Portland)

Rep. Mark Johnson (R-Hood River)

Why the Work of the Task Force is of Interest to OEIB

- Task Force recommendations have a direct link to the goals and achievement compacts for community colleges and universities
- Task Force recommendations have an indirect (but important) link to the achievement goals of high schools
- Some of the Task Force recommended strategies will require funding

The Task Force Interim Report

Identified the 12 most significant barriers currently affecting student success

- 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

Listed more than 40 strategies, actions and steps that can help attain student success (here are close to half of them)

- Develop a first term experience and student support program at all community colleges
- Build out data system to better track students and provide students and institutions with necessary data
- Combine low skills preparation with applied learning Oregon Pathways for Adult Basic Skills (OPABS) and Career Pathways
- Connect employers to students through internships, scholarships, cooperative work experience programs, etc.
- 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
- Focus on the results/outcomes not on reports
- Follow through on HB 3521 "Transfer Student Bill of Rights and Responsibilities" (i.e. reserve transfer and degree audits)
- Implement Science, Technology, Engineering and Math (STEM) with an arts emphasis (STEM)
- Improve professional development and mentoring for all faculty/instructors to ensure quality faculty (with emphasis on new and incoming faculty)

Examples of Strategies (continued):

- Increase advising/placement/cohorts
- Increase ASPIRE, GEAR-UP and other mentoring programs to increase college going culture
- Increase awareness and support for Career and Technical Education programs starting in high school through college
- Increase cross communication among K-12, Community Colleges and OUS institutions to ensure that student progress is not impeded at the
- Increase diversity of the faculty and create an inclusive environment to support their success
- Increase flexible scheduling for non-traditional students
- Increase investments in Accelerated Learning Options and other opportunities for high school students
- Increase resources for instruction by reducing administrative costs in order to ensure adequate classroom resources and eliminate any disproportionate costs for administrative functions/administrator
- Limit tuition increases to make higher education for Oregonians not only accessible but affordable
- Reach out early to all high school students to provide meaningful post secondary information

Take-aways for the OEIB

- Consider the barriers the Task Force has identified as guideposts for developing future achievement compacts and programs to be funded: Success will happen when these issues are managed and addressed.
- Task Force recommendations in October will be aimed at short term and long term solutions:
  - Actions that can be replicated from elsewhere without significant costs.
  - Steps that can be taken individually and jointly without additional funding (but may result in doing less of something else).
  - Programmatic elements that will need to be funded in 2013-15: we will need to work together.
  - Legislative changes that may be needed to remove significant barriers to student and institutional success and to create alternative funding models.

What's Next for the Task Force?

- Winnow the barriers down to a manageable list of three to five. (February)
- Define measures of institutional success (March-May)
- Assess the degree to which institutions in Oregon are implementing strategies that address the obstacles to student success. (June-July)
- Develop initial recommendations for alternative funding options to provide necessary services to students and promote best practices for student success and completion. (June-July)
- Conduct meetings at selected sites around the state to elicit feedback and reactions. (September)
- Submit a final report to the Legislature (October)

Question for Discussion

- How can the work of the Task Force best inform the OEIB's design of achievement compacts and investment decisions for post-secondary institutions?