"I have called Oregon's 40-40-20 our North Star: a compass…" – *Oregon Governor John Kitzhaber*

May 2012

From goal to reality

40-40-20

A report on strategies to meet Oregon's 40-40-20 education goals

Oregon University System

Based on the 2011 leadership symposium sponsored by the Oregon University System

From Goal to Reality Symposium Report

"There is a wonderful African parable that is entitled Sunrise on the Savannah. *On the African savannah when the gazelle wakes up it must think about outrunning the fastest lion to prevent from becoming a meal. Meanwhile the lion wakes up and thinks about outrunning the gazelle so she can eat. The point of the parable is that on the savannah everyone must wake up running. As an educator I feel that is the context that I am in and we all are in, and the context of the times and challenges we all face."*

–DR. PRESTON PULLIAMS, District President, Portland Community College; and Director, Oregon State Board of Higher Education

Dr. Preston Pulliams

wake up running

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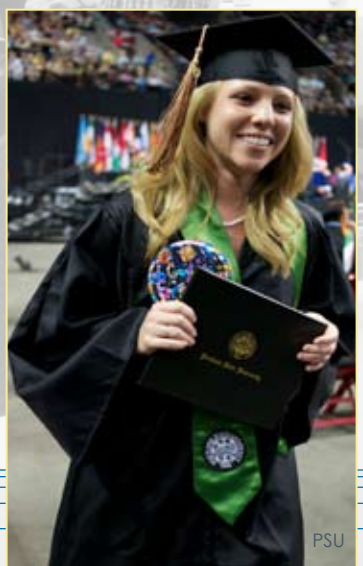

PSU

Oregon's Legislature in 2011 affirmed a clear and ambitious goal for the State, known as the "40-40-20" goal, which states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree. Leaders across the state have been working to advance Oregon's educational attainment rates, but the passage of the goal into law through Oregon Senate Bill 253 has prompted a new drive for action and change.

On November 1, 2011, approximately 300 education leaders from across the state and the nation convened in Corvallis, Oregon for a day-long symposium, "From Goal to Reality: Achieving 40-40-20 in Oregon," hosted by the Oregon University System (OUS) Chancellor and the Oregon State Board of Higher Education. The symposium brought together Oregon and national policy experts, Governor John Kitzhaber, legislators and policymakers, college and university presidents, K-12 superintendents and practitioners, business and community leaders, and students to look at ways to achieve the 40-40-20 goals. This report highlights just some of the innovative thinking, initiatives, and challenges which were articulated at this event, and which can help guide Oregon's next decisions and conversations about improving educational attainment levels in the state.

OUS Chancellor George Pernsteiner began the day with an emphasis on what this important goal means for Oregonians: *"[The 40-40-20 goal] is a challenge for all of us, is a promise for all of us, is a dream for all of us. This is how we will succeed as a society."* This profound sense of urgency was echoed throughout the day; it was expressed as an economic imperative, an investment in each individual's success, as a means for economic mobility, and to spur civic and economic contributions to the state and its indus-

Oregon Governor John Kitzhaber

Governor Kitzhaber: Guiding Oregon's Education Reforms

"Governor Kitzhaber shares our passion for education and has crystallized his vision in alignment with the 40-40-20 challenge, as well has his package of reforms that is truly leading the nation, including the creation of the Oregon Education Investment Board, and establishment of achievement compacts with educational institutions."

– MATTHEW DONEGAN, President, State Board of Higher Education; member, Oregon Education Investment Board; and President, Forest Capital Partners

tries in a global economy. The urgency was expressed as a demographic imperative, to make the necessary changes to expand educational attainment significantly for Oregon's growing and most underserved populations. And the urgency was expressed as a community imperative, to protect and cultivate opportunity for all Oregonians and to invest in the broad societal benefits of quality education.

In Dr. Pulliams's remarks which began with the African parable, he urged participants to think about the facts of what he called the "New Normal" in education: "that we have reduced financial funding levels that are likely to persist for the foreseeable future; that we have a renewed focus on student success and international effectiveness; that we have an increasing and changing diversity within our students' profiles that we serve in all sectors of education; and the expectation that education should also renew its focus and train and prepare a workforce for the 21st century. *We are all running because of this growing crisis in our community."*

Governor John Kitzhaber: Guiding Oregon's Education Reforms

Governor John Kitzhaber provided an important context for the 40-40-20 goal in his keynote address, and stressed the need to keep student success and cross-sector collaborations front and center of education reform in Oregon. The following are excerpts from his remarks.

"I have called the 40-40-20 our North Star: a compass, a heading that we can be guided by. I don't underestimate the difficulty of achieving that. But together, I am confident that we can translate that aspirational vision into some tangible actions that will benefit Oregon and our children for years and years to come.

"To succeed in that, we must be investing in an educational system that is actually designed for the 21st century and one that is drawn to integrating our system from early childhood through primary and secondary education, through postsecondary education and training.

"We want employers in the state to be confident that they can locate here and grow here and find skilled, productive workers in the state of Oregon. And we also want all of our graduates to be ready to contribute to our society and to our economy. We want them to feel confident that they can find the career paths here in Oregon that will lead to the family-wage jobs that can drive our per capita income back up above the national average in every corner of our state.

"If you look closely you will find signs of innovation across this state of ours. At every level we are finding education leaders out there challenging the status quo, not just doing less with less, but actually shifting their funding and investing in new practices, new programs and new efforts to do better for students no matter how limited the resources may be. And we should take a lot of hope in that innovation that's taking place here in Oregon.

"Achievement compacts are not an abstraction; to me they are a key to our success in learning and teaching and driving success for our students. They will be agreements that define the outcomes we expect for our students in exchange for the state dollars we're providing. They will also embody the Tight-Loose Concept—as we intend to be tight in terms of the outcomes we expect as investors of public

Getting There: Essential Ingredients of a Reform Agenda

"Goals have to have ownership all the way up and down the spectrum. It's important to have an overarching goal but just as important for there to be a local element to that, whether a college, university, school district, there needs to be skin in the game all the way up and down the chain, otherwise it is going to be somebody else's goal. And it won't get done because it's considered someone else's job."

–TRAVIS REINDL, Program Director, National Governor's Association

Travis Reindl

seize the opportunity

resources, but giving the institutions the flexibility, being loose, in giving them the latitude to actually achieve those outcomes for all of our students regardless of ethnicity, regardless of home language, regardless of disability, regardless of family income.

"Those schools and institutions that are successful in meeting these outcomes may be rewarded with additional flexibility. Those schools and institutions that are not meeting them will receive support which could include things as diverse as helping implement best practices, peer-to-peer mentoring, leadership and professional development and capacity building. The idea here is not to punish schools and institutions but to figure out how to help them and lift the whole system up to make sure that all of our students achieve the skills and the mastery that they need to be successful in the economy of the 21st century.

"Throughout this work we are asking educators at every level of the system to think of themselves no longer in silos, but as individuals who are connected to the entire enterprise of education from early childhood to post-secondary education and as active participants to help those students along the educational path to success.

"In times like these, it's even more important that we remain focused on the students. It's their one shot to get a quality preschool experience; it's their one opportunity to get a high school diploma; it's their opportunity to gain the postsecondary education and skills they need to launch themselves successfully into adulthood and into their careers, and clearly they can't wait until the economy turns around. They can't wait until Oregon finally reforms its revenue system, their opportunity is now—this year, next year—and we have to seize this opportunity."

Getting There: Essential Ingredients of a Reform Agenda

How does "reform" in education have to be undertaken to make sure it survives to achieve its end goal and make a real difference for student achievement? Travis Reindl, Program Director in Education for the National Governor's Association, shared his "essential ingredients" that are a combination of common sense and lessons learned from other states' experiences.

#1: Have goals that are:

- Ambitious but realistic, or they will feed disillusionment and skepticism more than optimism and ownership.
- Clear and concise so everyone is able to say what it is, why it is, and who benefits from it.
- Rooted in realities. It is essential to step back and ask if the goal has any relationship to Oregon's economic needs, demographics of the state/region, and is not a one size fits all approach.
- Owned. There needs to be "skin in the game" all the way up and down the chain, otherwise it is going to be somebody else's goal.
- Inclusive of inputs and outcomes. It will take attention on inputs to get there, particularly given the population changes in Oregon. Some intermediate goals should focus on the intake part of the pipeline and not just on the end.
- Cognizant of the relationship to the economy of Oregon, but less about where the economy is now and more about where the state wants to be in terms of an industry base in 10-20 years.
- Harmonized over time, with an openness to review and adjust when necessary as change occurs inside the education, political and economic structure.

"Oregon has always been willing to dare to be a first mover, to be the first to try something, to be a pioneer, so here you are again—up to the most important thing the United States of America faces."

–DR. CURTIS JOHNSON, President, Citistates Group; partner, Education Evolving; and author

essential ingredients

#2: *Use metrics* not just as a score keeping device but as diagnostics to determine if new policies are working or if there needs to be adjustment and/or investment, and if so, where. Certain measures are best looked at on a statewide or systemwide level, and some at an individual campus or school level.

#3: *Develop applicable policy* that has to inform and be informed by these goals and measures. In most states there is often a real disconnect between goals, metrics, and policy. States have big problems but often little solutions at the policy level. Policy often leads to development of a pilot program so that states can figure out how to do it and then scale it up; but the scaling frequently is not done. If the goal is big then the policy thinking has to be a stretch as well. There is also sometimes at play the Scarlett O'Hara version of management: Tomorrow is another day. This breeds, "Once we get back to '06 funding levels we will start to deal with this policy issue." Policy makers cannot assume a world that may or may not materialize when it comes to resources.

#4: *Insist on ownership* of these goals throughout K-12, postsecondary, as well as in political and educational worlds. Because there is so much flux in the political and educational worlds, we need people on the "Be Team"—they will be here when you get here and they will be here when you leave. They will hold each other accountable for whether or not progress is made, for identifying those places where the metrics show we are not performing as well as we need to be, and they will help identify and advocate for some of those policy changes that are so desperately needed.

Mr. Reindl ended his presentation by saying that Oregon faces some very big decisions in fulfilling 40-40-20 and some real limits in terms of state finances and other policy issues. But he noted that Oregon stands out among other states right now in its willingness to think big. Oregonians should keep in front of us that the 40-40-20 goal is not simply about adding it all up; it is toward an end that is greater than the sum of the parts.

A Historic Transformation: the International Context

Oregon and national experts emphasized that the U.S. is at a critical moment in higher education change with the shift to an increasingly knowledge-based economy that requires more college and advanced training, and indications that the U.S. is no longer the leader internationally in this area.

Patrick Callan

Patrick Callan, President of the National Center for Public Policy and Higher Education, emphasized that Oregon and the U.S. are engaged in a historic transformation of higher education, comparing the magnitude of change needed today to the change prompted by the GI Bill after World War II which created more college access than ever before. He emphasized that reform efforts across the nation are occurring in *an international context in which the U.S. is losing ground*: "We had the best 20th century higher education in the world, as those international statistics showed, but we're 10% into the next century and we're not developing those models and we're losing ground."

"There is no sense in talking about old and modern industries or traditional and knowledge sectors. If you are not engaged in best business practices and cutting edge technology in whatever your business may be, someone is going to end up eating your lunch."

–DR. ED RAY, President, Oregon State University

minority becoming majority

Dr. Paul Lingenfelter

Dr. Paul Lingenfelter, President of State Higher Education Executive Officers, shared data illustrating this "lost ground" in numbers by showing U.S. educational attainment rates compared to nations across the globe. He also shared research demonstrating that this lost ground is not just in attainment rates, but in preparation: students from Oregon and from the U.S. often do not do as well now as students from other nations on standardized math tests of student achievement.

Despite this evidence, the symposium was rich with optimism about Oregon's collective drive to improve our education system in order for all citizens to have the opportunity to contribute and prosper in the 21st century world economy. Patrick Callan commended Oregon for setting itself up as a state to be a national leader in educational reform through the 40-40-20 goal which is "rooted in the economic and demographic circumstances of the state." He noted that very few states have a goal that has been adopted by both the Governor and the Legislature, and are engaged in such a transformational set of issues, and he added: "One of the things you appear to have recognized is that you can't just do 40-40-20 as an assembly line—you can't do one piece and then finish it and then move onto the next. You've got to transform policy and practice all at the same time."

National speaker and author Curtis Johnson also emphasized Oregon's extraordinary leadership and moment of opportunity: *"I'm here to confirm for you that there is no other state in the United States that is imagining something of the scope and audacity of what 40-40-20 proposes.* There is no other place that is talking about substituting outcomes as a basis for budgeting for the inertia of program budgeting as we've known it. There is no other place that is organizing and defining its system around the learners instead of the institutions, the people who make their living in the system. And there's no other place that proposes to substitute proficiency for age, grades, seat time, and the game at which so many college students have become superb practitioners—collecting credits."

▶ QUICK FACTS: CURRENT ADULT EDUCATION LEVELS OF OREGONIANS, (age 25+)*

- 28.9% of Oregonians hold a Bachelor's degree or more
- 26.7% hold a 1-year certificate or Associate's degree.
- 11.1% of Oregonians do not hold a high school diploma.

*Source: US Census, American Community Survey, 2010

OSU

SOU

the New Normal

The Demographic Imperative: Keeping Up with Oregon's Changes

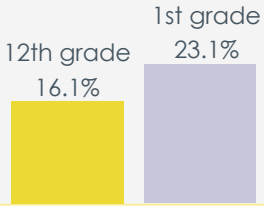
OUS Chancellor George Pernsteiner shared Oregon and national data on educational attainment rates by ethnicity, state, age, and geography which painted a picture of deep disparities in attainment according to a student's background, and illuminated the challenges for Oregon's education system. Pernsteiner stressed that while Oregon's public university system is more successful today than at any other time in its history in terms of enrollment, retention rates, graduates/degrees, and research funding, universities need to do markedly better at serving every student through graduation. He emphasized the imperative to better serve low-income students, first generation students, students of color, and rural Oregonians. *"No matter who they are, no matter where they come from, no matter how much money they have, or their background, no matter which Oregon community has nurtured them, they must succeed or we will not."*

Chancellor Pernsteiner shared data on projected changes in Oregon's K-12 student pipeline which show that the areas of key growth are among populations that up to this time have not graduated from high school at high rates, have not advanced to college at high rates, and have not graduated from college at high rates. For example, in the high school class of 2010, Hispanic/Latino students comprised approximately 16% of total enrollment, with greater percentages in earlier grades. By the class of 2021 it is expected that Hispanic/Latino students will account for about 23% of the class. Growth is projected in some young populations of students of color, while the percentage of White/Caucasian students is projected to decrease. Furthermore, in contrast to the trend in most other states where younger adults lead in education levels, Oregon's younger adult population (age 25-34) is less educated in bachelor degree attainment than its older adult generation (55-64), who will be retiring from the workforce.

Tony Hopson, Sr., President and CEO of Self Enhancement, Inc., pointed to population changes nationally and said, "*By the year 2023, minority youth in America will become the majority youth in America:* that should scare us to death, given the fact that disproportionate numbers of kids of color are falling through the cracks. So then I begin to question: what are school districts doing to get ready for that, what are

▶ QUICK FACTS: THE CHANGING PIPELINE

Proportion of Oregon K-12 Enrollment Identifed Hispanic/Latino, 2009-10*



*Sources: NCES, Common Core of Data; US Census, American Community Survey, 2010

▶ REALITY CHECK: STUDENT VOICES

"One day after class my teacher pulled me aside and asked me why I wasn't more vocal in class … There's a certain phrase that she said that still sticks with me today: 'You are really a bright girl, Tiffany, and I thought you knew that but maybe you don't.' That really stuck with me because up to that point nobody ever told me that I was smart as if it were a good thing."

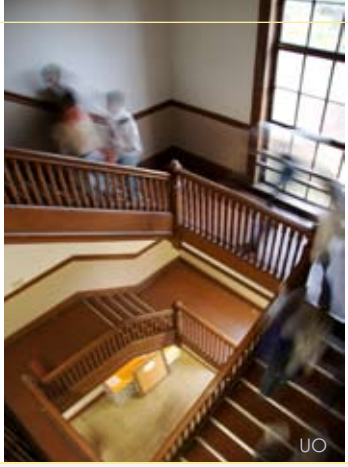
–TIFFANY DOLLAR, student, Portland State University; and Chair, Oregon Student Association

Tiffany Dollar is an education student at PSU, and plans to become a teacher.

Tiffany Dollar

"The future of our cities, states, and America—this America that we all cherish so much—will be only as good as our ability to educate poor children and children of color."

–TONY HOPSON, SR., CEO, Self Enhancement, Inc.



a public good

universities doing, what is the legislature doing, what is this nation doing to be ready for the fact that half of your youth will be kids of color and many of them are falling through the cracks?"

The Economic Imperative: Keeping up with Global Change

Speakers throughout the day emphasized the strong correlation between higher education levels, higher incomes and lower unemployment, and pointed at educational opportunity as an economic imperative for individuals to have the opportunity for mobility, and for Oregon's economic growth as a whole.

Dr. Tom Potiowsky, former state economist and current chair of the economics department at Portland State University, provided a historical perspective on Oregon's shift from a resource based economy to a knowledge based economy, and the importance of education for economic growth. Dr. Potiowsky explained that for many years in the Pacific Northwest, higher wages were offered for relatively low-skilled labor in resource-based industries. He said that technology changed this dramatically, as transportation costs dropped, global competition increased, technological improvements in manufacturing made workers more productive, and new industries required higher skilled labor.

Dr. Potiowsky showed that education attainment levels, in combination with other ingredients such as livability to attract people, public infrastructure, entrepreneurial spirit, and quality of education, together lead to economic growth. He argued that in light of this correlation, education is not just a private but also a public good: "Government has generally played a role in economic growth by providing physical capital and public infrastructure. *But also, government should have the role of providing another type of capital: human capital.* And this human capital is a public good. It has the externalities associated with it, spillovers that increase economic growth, not just to the individual getting the education."

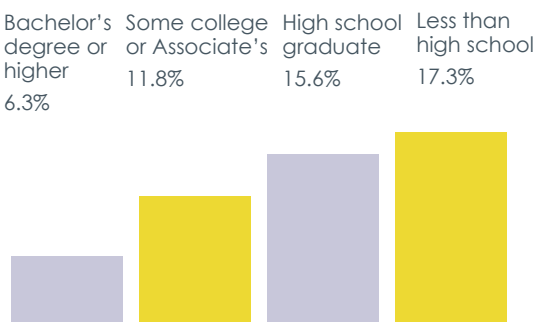
Poverty and Affordability: the Heart of the Matter

Again and again throughout the day the conversation on improving student success and educational attainment included the issue of poverty. How can students be prepared to learn and thrive if they do not have adequate food, clothing, shelter, healthcare and parental or adult care? And when poverty collides with affordability as a student approaches college, what is the impact of that on access, retention, graduation, and ultimately, increased attainment in the state?

Patrick Callan spoke to the college affordability side of the equation. *"It is simply self delusion to believe you can invent elegant pedagogical strategies and not attend to the fact that if higher education continues to become more and more*

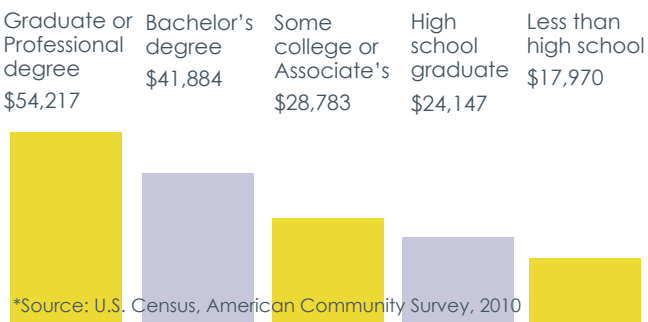
▶ QUICK FACTS: UNEMPLOYMENT

Oregonians' unemployment rates by educational attainment, 2010*



▶ QUICK FACTS: EARNINGS

Oregonians' median earnings by educational attainment, 2010*



*Source: U.S. Census, American Community Survey, 2010

without housing without shelter

unaffordable, the very groups that you need to get into the tent in order to make [40-40-20] work are not going to be there. We know the behaviors of the kinds of students who are first generation, low income, often underserved ethnic minorities, who are often unwilling to borrow. And the behaviors that people engage in who are not borrowing is to reduce credit loads, to try to keep heavy credit loads and work too many hours, to drop out in order to make money to come back, and all of those behaviors are negatively associated with never completing for young students."

Issues of poverty were woven throughout the conversations about increasing success for students of color. Nichole Maher, Executive Director of Portland's Native American Youth and Family Center (NAYA), noted that Portland is actually the ninth largest Native American community in the U.S., and that one out of every two Native American children in Multnomah County lives in poverty. Out of the 120 students at the NAYA school, 30% have experienced homelessness during the year, half have dropped out of school at some point, and 25% are teen parents. These factors have led to students who come to NAYA significantly credit deficient and behind on benchmarks. NAYA has turned the lives of these students around, recently celebrating an 88% graduation rate, with 100% of graduating students going on to college. Maher said, "What it takes is a real commitment, a sense of urgency and the expectation that our young people deserve the best."

Participant Zarod Rominski, Associate Executive Director of Portland-based Outside In, spoke to how poverty and homelessness impact students' ability to be successful in school. *"Without housing and shelter and clothing and food and medical care, a young person is not ready to learn.* So I think to achieve the 40-40-20 goal, we have to somehow bring together our many social service systems that help young people be ready [but] which are not tied into our educational systems." Student leader Tiffany Dollar emphasized the critical importance of increased funding for the Oregon Opportunity Grant, Oregon's need-based financial aid program, noting that many students who qualify for this grant do not currently receive it due to lack of state resources.

Dr. Wim Wiewel, President of Portland State University, also spoke to higher education's role in addressing student poverty, saying, "40-40-20 is, in part, about poverty and the challenges that poverty presents." President Wiewel also emphasized that we cannot ignore the issues of funding for universities and financial aid: *"If we don't keep education affordable, we can't get there. If we don't fully fund the Oregon Opportunity Grant, our students will not be able to come no matter what innovations [are implemented]."*

▶ REALITY CHECK: STUDENT VOICES

"College was not really spoken [about] in my community … I think it was actually my father who during an economic downturn in our community lost his job, as the mill downsized. He realized that he couldn't find a job anywhere else, and so he went back and got his GED and eventually went on to earn a trade certificate. And I think that was ultimately the inspiration, at the end of the day, that I realized that I wanted something more for myself…"

–CHAD MELVIN, graduate, Oregon State University

Chad Melvin is a graduate of OSU in health care administration and is employed at Kaiser Permanente in Portland.

Chad Melvin

Envisioning Change in Teaching and Learning

▶ REALITY CHECK: STUDENT VOICES

"School became my sanctuary … During the whole process of getting me into foster care, once again, it's my teachers [who] became a support network for me."

–High school student speaker*

a new paradigm

How well are you preparing your students?

Governor John Kitzhaber challenged the symposium participants of each sector to one of the most urgent questions pertaining to 40-40-20: how well are you actually preparing your students for the next step in their educational continuum? Many speakers emphasized that in order to expand and improve student success and academic readiness, Oregon will need to make major, innovative changes at all education levels.

The LearnWorks Vision for Change

One exciting vision for change was detailed by LearnWorks, a group of about 30 individuals with professional expertise and passion for Oregon public education. LearnWorks was convened by the Governor and sponsored by the Oregon Business Council to explore and develop emerging ideas for achieving a student-centered educational system in Oregon. The group met every day throughout the month of August 2011 in an effort to make tangible several budding ideas for reform. The process resulted in LearnWorks's vision for change: that Oregon's entire paradigm for education needs to shift to create a truly student-success centered system. They proposed changes from Oregon's current model which incentivizes enrollment growth and "seat time," to a new model focused on successful outcomes. LearnWorks speakers, introduced by Duncan Wyse, Executive Director of the Oregon Business Council and a member of the Board of Education, discussed that this shift would require new ways of envisioning education and new ways of approaching budgets for education. Bridget Burns, LearnWorks participant and Chief of Staff for OUS, said, *"What you fund shows what you value. It is the testament to your character. It indicates what you care about …* We care about excellence and productivity and we're not putting our value on that right now."

→ Triage: the proficiency way

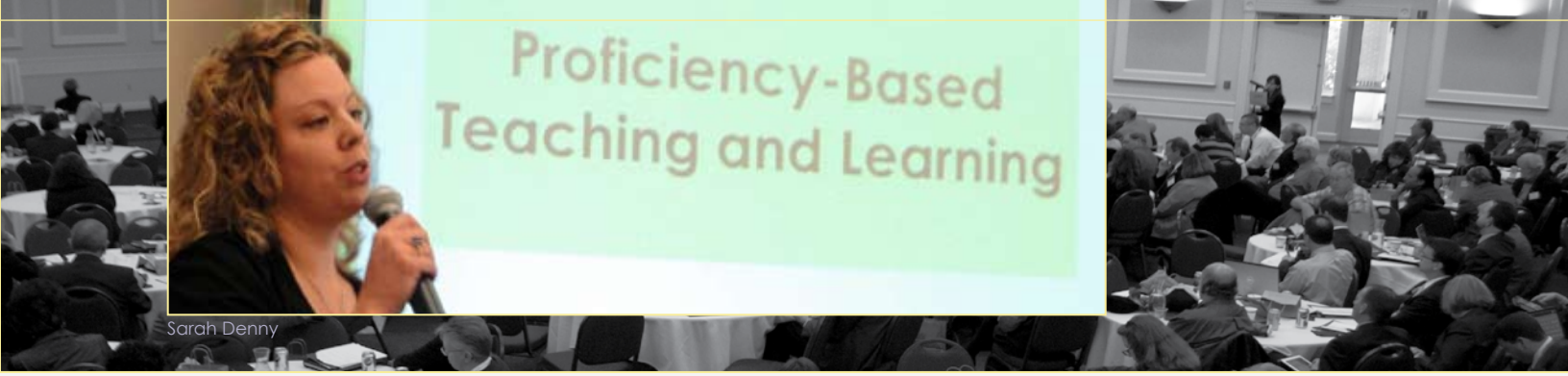
Hillsboro High School teacher Sarah Denny gave a lively presentation on proficiency-based teaching using the vivid analogy of an emergency room triage situation. In the current education model, which Ms. Denny called "equality-based," all "patients" regardless of their wide range of ailments would receive the same treatment—a bandage on the head. In a proficiency-based model, which would be "equity-based," each individual would receive the customized remedy they actually need in order to heal. Ms. Denny described the transformation she has seen in her students, her department, and school, by shifting to a proficiency-based teaching and learning environment. She emphasized the change as ethically necessary to ensure that Oregon students receive the specialized instruction and comprehensive assessment they need to progress in their knowledge and skills, not just to fulfill required seat time and standardized test results.

*name withheld for privacy

SOU

FROM

- SEAT TIME
- CONTENT KNOWLEDGE
- DISJOINTED, INACCURATE DATA SYSTEM
- LIMITED COLLABORATION BETWEEN K-12 AND POSTSECONDARY
- TEACHING IS PRIVATE, ISOLATED
- PROGRESS MEASURED ONLY BY STANDARDIZED TESTS



Sarah Denny

Stopwatch OFF Participants emphasized the need for flexibility to address the divergent needs and strengths of students with diverse developmental stages and learning styles. They stressed that educators will need to recognize tiered strategies at varied costs and alternative formats to help all students achieve their outcomes.

Knowing "Kelsey" An important component of proficiency-based teaching and learning is the support of authentic classroom-based professional assessment and teacher judgments. Ms. Denny explained the necessity for teachers to record and pass forward to future teachers more information about students' levels of proficiency than letter grades provide. Denny described a student whom she called "Kelsey" who failed freshman English and yet was placed in sophomore English in order to be with friends in her grade level, a clear example of moving forward by "seat time." Her teacher in sophomore English would have very little information with which to help Kelsey. *"Did she not turn in her homework on time? Did she not come to class? Did she actually not meet any standards? I have no idea.* The only information I have for Kelsey is that she got an "F". But in a proficiency-based teaching and learning system the information I would have is standards based reporting of her learning, so I would know exactly which targets she didn't meet."

Data travels with students Related to the need for more comprehensive assessment, LearnWorks speakers also recommended that the state invest in an accessible, usable, longitudinal data system that is used by all schools and that drives teaching and learning. Speakers described the need to establish proficiency-based comprehensive longitudinal data that would "travel" in a student's transcripts. The information would be accessible and usable by teachers and educators at every step, whether a student stays in the same school district for their whole educational experience or attends multiple schools. Bridget Burns emphasized that we need to take guidance from how intricately the private sector uses data they have on their customers to proactively serve them. *"Amazon suggests what books to read, Facebook tells you what friends you might want to have … Why can't we tell when a student is about to fail?* [with all the information we gather on students]" Similarly, David Conley, CEO of the Educational Policy Improvement Center and Director of the Center for Educational Policy Research at the University of Oregon, emphasized that we rely too heavily on grades and placement tests, and that we need a wide range of metrics and indicators to accurately understand and assess student needs and strengths.

TO the LearnWorks vision

- **PROFICIENCY-BASED TEACHING AND LEARNING,** focused on students meeting proficiency outcomes, professional classroom-based assessment, and flexible uses of time and sequencing for students
- **4 KEYS OF COLLEGE AND CAREER READINESS BENCHMARKS:** Ready to Learn, Numeracy and Language Fluency, Ready for Rigor, Ready for College/Career Entry
- **USABLE, ACCESSIBLE LEARNER-BASED LONGITUDINAL DATA** that drives teaching and learning
- **FLEXIBLE PATHWAYS,** placing students in their next step forward toward college or career
- **TEACHING IS A PUBLIC, COLLABORATIVE NETWORK** of expert practice holistically serving students
- **PROGRESS IS MEASURED BY SUMMATIVE TEACHER JUDGMENTS** in addition to standardized measures

"I want a state that helps us to understand together what those outcomes are. What is it that we're shooting for? I want clear indicators of whether we're achieving it. I want to be on a level playing field that means we all agree on what those indicators are."

–DR. GREG HAMANN, President, Linn-Benton Community College; and LearnWorks participant

Dr. Greg Hamann

not just knowledge

→ Know, Think, Act, Go

Hand and hand with proficiency, participants also stressed the need to be intentional with clearly aligned and articulated learning outcomes throughout the educational continuum, with a special focus on improving transition points. Dr. Paul Lingenfelter placed emphasis on learning and teaching: "We have to have a relentless focus on student learning … we have to be clear about what our learning objectives are and *I think the Common Core Standards and the emerging Degree Qualifications Profile … in this state are absolutely critical."** Oregon is challenged at every transition point, for example, to decrease the number of students who enter kindergarten who are already behind in their reading skills, or to decrease the number of students who enter community colleges who need to take no-credit remediation coursework. Dena Hellums, a Reynolds Middle School teacher and LearnWorks participant, described several research-proven steps toward college and career readiness by age level (see step table below). Governor Kitzhaber and Ms. Hellums cited the importance of the Early Learning Council's work to improve early childhood education by connecting key social and health services to the youth and their families with the most "at risk" factors, in order to close the achievement opportunity gap when it is smallest and ensure that students arrive in kindergarten ready to learn. Dr. Sonya Christian, Vice President of Lane Community College and LearnWorks participant, reported the exciting news that Oregon's community colleges are embarking upon a new initiative to better align learning outcomes with the 4-year university system curricula. She also emphasized Oregon's leadership in both learning outcomes and implementation of the Common Core, and encouraged participants to consider alignment of learning outcomes at every transition point, including when students enter the work force.

→ Education starts … where?

With socioeconomic status and poverty a major issue for Oregon students, many speakers emphasized that educators should not go at it alone, but need to work even more closely with families as well as community, social, and health services to be sure that students succeed. Governor Kitzhaber and the Early Learning Council's initiatives to improve early childhood education and social services support for pre-K children were praised and referenced as critical steps. Many successful community organizations were cited that provide ongoing support and mentoring services for students throughout their

READY TO LEARN:

By about *age 5,* learners have the cognitive, social, emotional, and behavioral skills necessary for kindergarten.

NUMERACY AND LITERACY FLUENCY:

By about *age 9,* learners are proficient in literacy and numeracy and can apply those skills in a variety of contexts.

READY FOR RIGOR:

By their *mid-teens* learners establish academic behaviors; acquiring reading, writing, math, and thinking skills; and developing core knowledge that allows them to explore new and challenging learning experiences across content areas.

READY FOR COLLEGE OR CAREER ENTRY:

By their *late teens,* learners earn a full-option diploma and have the skills necessary to enter college or a career.

LOCALLY AND GLOBALLY COMPETITIVE:

The majority of learners obtain a postsecondary degree or certificate that attests to their ability to think and learn, and provides them with a durable competitive advantage in the local and global economy.

*Common Core is a set of content standards shared among participating states that ensure students are college- and career-ready in literacy and math by the end of high school, as part of an effort to increase college enrollment and graduation rates. Oregon is one of ten states which has received grant funding from the Rockefeller Philanthropy Advisors to create a common core standard across several states. The Degree Qualifications Profile project defines what college students should be expected to know and be able to do once they earn their degrees, at any level; and proposes learning outcomes that benchmark different degrees (associate's, bachelor's and master's) regardless of area of specialization.

▶ REALITY CHECK: STUDENT VOICES

"Throughout my K-12 experience I went to 14 different schools, which included four of them in 3rd grade alone. Through my moving and unstable background I would have large lapses where I didn't go to school at all. In the 5th grade I didn't go to school from October through March just because I didn't have access to transportation to get there."

–TIFFANY DOLLAR, student, Portland State University; and Chair, Oregon Student Association

14 different schools

educational development, and speakers emphasized that with the demographic growth in populations that have experienced high poverty rates, these partnerships will need to grow. Others noted the importance of investing intentionally in partnership programs and organizations serving students of color, citing successful partnerships such as scholarship programs with the Hispanic Metropolitan Chamber, Native Longhouses and cultural centers on campuses, and university partnerships with community-based organizations serving underserved youth.

→ "You can be an astronaut" is not enough: Particularly for first-generation students, success requires not just academic support but also student support services, connections with mentors, and the cultivation of a college-going culture. Student speakers emphasized the importance of individual teachers and mentors believing in them and guiding them forward. Presidents of OUS campuses cited numerous successful partnership programs between Oregon universities, school districts and community organizations to ensure that students receive the guidance and planning they need, such as Southern Oregon University's partnership with the Phoenix Talent School District "Pirates to Raiders" discussed by SOU President Dr. Mary Cullinan; Portland State University's "Casa Latina" discussed by President Wim Wiewel; and numerous others. Oregon community colleges are instituting increased mandatory participation in student success programs that reduce remediation, such as orientation, advising, math assessment, and more (see page 17). Partnership programs such as Oregon's ASPIRE, which brings volunteer college counselors to high schools throughout the state, has resulted in remarkable improvements in college-going rates. Speakers emphasized that these kinds of supports need to be expanded to adequately prepare Oregon's growing populations from underserved and first-generation communities. Gale Castillo, President of the Hispanic Metropolitan Chamber, said, *"It's not enough to tell a student 'you can be anything you want to be. You can be an astronaut. You can be a president.' That sounds nice, but how do I get there? Give me a path. Give me the steps."*

Gale Castillo

→ No "fluff" year A repeated emphasis throughout the day was the need to increase availability of college preparatory programs, dual credit opportunities, and high quality instruction that teach not just content knowledge, but the complex thinking skills needed for college, work and life. Students need to develop rigorous thinking through programs such as concurrent and dual enrollment courses, strong articulation between high school and colleges, Advanced Placement®, and high quality instructional methods. Superintendent Mark Mulvihill from the InterMountain Education Service District described the Eastern Promise partnership (see page16) through which Eastern Oregon's education leaders are working to increase dual credit opportunities and improve the academic rigor of the commonly quipped "fluff" 12th grade year by offering more challenging options. Dr. David Conley, a national expert on college readiness, emphasized the need for students to prepare for college not only in content areas, but in applying their thinking: *"It's not just the knowledge and information, it's what students do with it."*

Getting it Right, Meeting the Needs of Students of Color

"If you want high graduation rates for students of color, you have to reward your faculty based on that value system."

–NICOLE MAHER, Executive Director, Native American Youth and Family Center; Co-Chair, Communities of Color Coalition; and member, Oregon Education Investment Board

equality is not equity

Let teachers teach One of the key themes from LearnWorks and leaders throughout the day was that while the education system will certainly require changes for educators, Oregon needs to honor the expertise of teachers and educators and support them in changing the education system through flexibility, collaboration, investment of resources, and ongoing professional development. Robin Kobrowski, a LearnWorks participant and academic administrator from the Beaverton School District, cited models for high quality professional development collaborations and reciprocal partnerships, such as the Oregon Response to Intervention (RTI) Network and the Oregon Proficiency Project. She said, "The research is very clear about how student achievement is connected to classroom teachers. To build from there *we need to talk about professional development that is job-embedded, that is ongoing, and that is collaborative.* Teachers must have the time in their building to work together, to focus on student learning, and to improve their practice."

Dr. Curtis Johnson pointed out the need for teachers to be given professional autonomy to achieve educational outcomes: "Why is it that only in this business do we have this need to tell people what to do, when to do, and how to do, instead of just telling them what results we want? We don't do that with attorneys, we don't do it with architects, we don't do it with consultants, but with teachers we do and then when things don't go well, who do we blame? The teachers. What if we turned them loose and gave them serious professional autonomy—said, here is what we want to get done as Oregonians, you figure it out, we're going to judge you only on results."

Getting it Right: Meeting the Needs of Students of Color

In the conversation about success and inclusion for all students of 40-40-20, powerful voices expressed issues that are compelling, uncomfortable and necessary to address: students of color are often most effectively served by people of color throughout every part of the education spectrum. Nicole Maher of the Native American Youth and Family Center said, "Part of the reason that our young people [in NAYA] have been so successful is that there are people who look like them who are leading their classrooms, who are running the organizations … *people who are experiencing the challenge have to be part of creating the solution—they will have a sense of buy-in that no one else can have.* And we need allies and friends and partners that are there, but we have to challenge ourselves to do this work a little bit different."

Tony Hopson of Self Enhancement, Inc. (SEI) and Gale Castillo of the Hispanic Metropolitan Chamber, also pointed to the problem of education leadership and teachers in the classroom not reflecting the lives and backgrounds of the students who need the most support right now. "We need more folks of color in the room who are experiencing this stuff on a daily basis…." said Hopson. Castillo added: "*We need to have, at*

SOU

OSU

Nicole Maher, Gale Castilllo, and Tony Hopson, Sr.

consequence: loss of hope

the highest levels, diversity of all groups to talk about policies and legislation. There are too many others doing the work and imposing solutions on communities without really understanding."

At the postsecondary level, having faculty of color is also an important aspect of student success, as was raised by Maher: "*One of the most important things that institutions of higher education can do is to hire and support and create positive environments where faculty of color can succeed and where they feel wanted;* and where those faculty are actually rewarded for the amount of time and energy and support that they give students in their school … if you are only rewarding faculty for getting research grants, and you have faculty of color who spend 50 hours a week supporting students of color, but there's no reward built into your system for doing that, you are essentially undermining, overall, students of color achievement at the end of the day."

Participant John Haroldson, Vice Chair of the Oregon Commission on Hispanic Affairs and District Attorney for Benton County, also brought up the issue of designing education that is culturally responsive to underserved communities: "We have an emerging majority in our Latino culture that lives in an environment in which we are targeted, where children go to school knowing that they have a stress to face on a daily basis … that when they come home they don't know if their parents will be there … ." Haroldson went on to say, *"The consequence of not having opportunity is loss of hope.* If you have cultures that suffer from a loss of hope, how do you rebuild that; how do you design these systems in order to do that?"

Dr. Preston Pulliams said that students of color are effectively and essentially at risk in the educational attainment crisis, citing that in Multnomah County, they are twice as likely to drop out of high school as their white counterparts, and half as likely to earn a degree. Citing the work of educator Geoffrey Canada who founded the Harlem Children's Zone, Dr. Pulliams noted that the two key strategies that Canada has used are increasing the magnitude of engagement by bringing to the table those who will ultimately benefit from increasing student success— including parents, teachers, nonprofits, business leaders and others—and using innovative strategies that address the profile of today's students and their needs, not the strategies put in place a half century ago for an entirely different population of students.

Speakers focused on the hard issues that students of color face every day which still have not been collectively or persistently addressed. Gale Castillo talked about the issue of affordability, lack of access to resources, and unclear pathways provided to students for how to get to college because of the low expectations surrounding students as a whole. "Latinos as a group, as students there in your classroom, tend to be reserved, tend to be quiet, and unfortunately as a result, they are ignored. Or in many cases, we hear story after story from parents who have had children placed in an ESL class, some of whom did not need to be there, and the

▶ REALITY CHECK: STUDENT VOICES

"I was all-American, except for the documentation part. It was then it dawned on me that I may not be allowed to go to college. This is where a great number of students in my position become discouraged, since nobody looks forward to a closed door to their future, they give up … I hope that you support [the DREAM Act or Tuition Equity] because I feel that by allowing these students who have already invested so much in their future here—because America is our home, we've been here since we were little, we don't know anything else—I feel that would help 40-40-20 become more of a reality too."

–High school student speaker*

With the help and advocacy of her community, the student speaker quoted here gained US legal residency in 2011.

*name withheld for privacy

REALITY CHECK: RURAL OREGON

"We are a county of 6,100 square miles of rural roads. We have a school district that encompasses 130 miles from its northern school to its most southern school, and we have tremendous obstacles in engaging those students at all levels when our fiber optics only reach a certain portion, our internet is dial-up and we have to depend on satellite—if it can be received."

–BRENDA FRANK, Director of Education and Employment, Klamath Tribes; and Chair of the Oregon State Board of Education

Brenda Frank

shared destiny

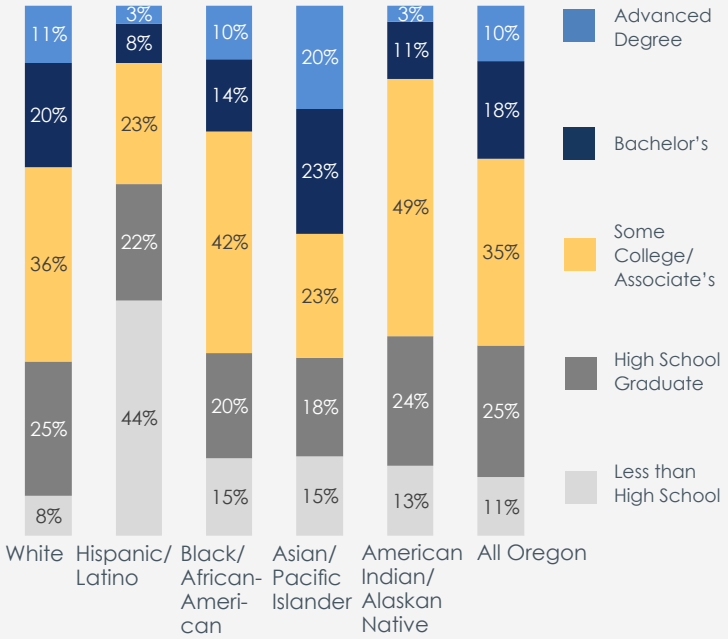
parents can't get the students out." One participant emphasized that students' multilingualism should be more welcomed as an academic strength and resource in the classroom, and should not be treated as a "problem" to be solved. A high school student speaker at the symposium emphasized the need for passage of the DREAM ACT or tuition equity, wherein undocumented students would receive in-state tuition rates rather than non-resident rates which are 2-3 times higher.

Citing the importance of linking educational practice to students' cultural background, Brenda Franks, Director of Education and Employment with the Klamath Tribes and Chair of the Oregon State Board of Education, said that the Pendleton School District entered into an effective charter with the local tribe so that students' tribal language and history would be accurately taught, and *students could fully engage in their cultural practices as part of their educational experience.* University efforts to teach Native languages, and offer Native teaching programs (UO, PSU, SOU) are engaging students in education so that they can be teachers and role models for Oregon's Native students. Involvement of and linkages to community-based organizations are also critical to ensuring that students of color are successful and that effective safety nets are in place. These organizations, like SEI, provide deliberate wrap-around services to schools on a daily basis "to make sure they are actually getting to school, getting to class, and doing what they need to do," Tony Hopson said. He also expressed the importance of targeted resources for students: "Put resources in our priority areas and not in an equal way but in an equitable way … We are talking about poor children and children of color and we can't catch up if everything is equal. It has to be equitable and we haven't yet decided to do that in this state."

Nicole Maher summarized an issue that others also voiced at the symposium: "We are a state that is very, very uncomfortable talking about race. And you can see in communities across the country where you start to see real progress is where communities feel comfortable admitting they have a problem and where *communities start to see that they have a shared destiny … and that if we don't resolve challenges faced by our young people in communities of color, we will all collectively pay a price."*

PSU

QUICK FACTS: HIGHEST EDUCATION LEVELS REACHED BY RACE/ETHNICITY IN OREGON,
age 25+, 2010*



*Source: U.S. Census, American Community Survey, 2010

EOU student

"homegrown" AP

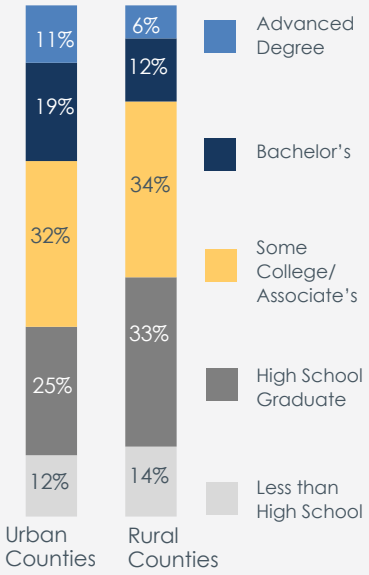
Meeting Rural Students' Needs: The Eastern Promise

Across Oregon students face many common issues that affect their ability to be successful, but meeting needs in rural areas can be especially challenging. With rural educational attainment rates for degrees still lagging the urban and valley regions of the state, unique approaches must be used to ensure that students receive equitable opportunities for academic growth and achievement. Enter the Eastern Promise Program.

A major stumbling block to students in being academically prepared for college is lack of Advanced Placement® (AP), dual credit and other coursework in high school that carries college credit. Because teachers must have at least a Master's degree in the field related to the AP course (such as Math, History, etc), and because many teachers instead have a Master's in Education and are considered unqualified to teach these advanced courses, students in many rural schools do not have access to the very classes that would prepare them for college. Education leaders in Eastern Oregon—including Dr. John Turner, President of Blue Mountain Community College, Dr. Bob Davies, President of Eastern Oregon University, and Dr. Mark Mulvihill, Superintendent of InterMountain Education Service District and member of the Oregon Education Investment Board—came together to develop a "homegrown"AP® program that would address the college preparation needs of their students. This includes increasing the qualifications of high school teachers so that they can teach dual credit.

QUICK FACTS: HIGHEST EDUCATION LEVELS REACHED BY URBAN AND RURAL OREGONIANS,

age 25+, 2005-07 average*



*Source: U.S. Census, 2005-07 average

"For the first time, we're putting together in the same room high school, community college, and university teachers with facilitated professional learning communities, where they will align the standards, develop the curriculum maps, and agree on formative and summative assessments," said Dr. Mulvihill. The Eastern Promise will "allow students to gain credit for proficiency and use high school teachers who have a Master's degree in Education, but not in the specific subject matter," said Dr. Turner. They have convened 70 high school teachers for the first training, which covers three courses: Fundamentals of Speech, Math 111, and Biology 101. Dr. Turner said, "We will never get to 40-40-20 unless we think about this differently." Several changes need to be made to ultimately get the Eastern Promise to work, including changing the current state rule on dual credit, the reimbursement system for credit within the community colleges, and probably hardest of all, according to Dr. Turner, is that "college and university faculty are going to have to be convinced that this is a high quality program."

Dr. Mulvihill stressed the need to break down sector silos and look at the issue holistically to best prepare all students. He said, "How can we make the senior year (of high school) not a fluff year but a highly rigorous year where we imbed the Oregon Transfer Module into the senior year … or even the AAOT [Associate of Arts

Dr. John Turner and Dr. Mark Mulvihill

"We need concurrent enrollment and dual enrollment courses, we need programs of articulation between high schools and colleges, we need more AP®, we need a full range of college-like experiences for our full range of students, and the ability to move as you're ready from high school on toward college if you're going to meet this goal."

–DR. DAVID CONLEY, CEO, Educational Policy Improvement Center; Professor; and Director, Center for Educational Policy Research, University of Oregon

proven strategies

Oregon Transfer Degree] for highly motivated kids … *so whether they are in Ukiah with 33 kids or Hermiston with 5,000 they're going to be able to access high quality coursework."* Dr. Mulvihill added that the Eastern Promise is "an example of the Governor's vision of the 40-40-20 of tight-loose, where we're establishing the outcomes but how we implement that in a rural setting will be unique to us in Eastern Oregon."

Improving Student Success in Community Colleges: What Works in Rural Oregon

Statewide, only about 15% of community college students complete an associate's degree before leaving school or transferring to another institution, noted Dr. John Turner of Blue Mountain Community College. Like other students in Oregon, those from rural areas come from backgrounds that often include: first-generation in their family to attend college, lack of parental/adult role models guiding course decisions in high school, problems navigating the college enrollment process, academically unprepared for college level work, being an older student with significant family responsibilities, and juggling work and school, among others. Patrick Callan emphasized the major role community colleges and student transfer initiatives will need to play to provide the capacity to advance educational attainment rates for populations that traditionally have not been college-bound. He said, *"When you look at where the students are in this country that make it to college that are from those underserved groups, they're heavily concentrated in community colleges. So you can't get to those [40-40-20] numbers without effective transfer."*

Proven strategies for improving retention and degrees at community colleges, as cited by Dr. Turner, include:

- Students coming to campus academically ready through involvement in ASPIRE and other pre-college programs that build a college-going culture
- Mandatory orientation or first-year experience courses, and building early intervention strategies
- One-stop enrollment centers
- Providing book vouchers so students can get their books prior to receiving financial aid
- Cutting down on late add/drop
- Mandatory placement in writing and math
- Mandatory advising and prerequisites before taking certain courses
- Use of degree audit software
- Opening learning centers for tutoring, advising and providing adult basic skills foundations
- Creating specific career pathway certificates for students already skilled in certain areas, such as welding or agriculture
- Encouraging more out of class contact with faculty, such as getting faculty more engaged in student clubs, like the Native American Club or Student Government
- Helping Veterans gain credit towards a degree for formal training experiences
- Having small offices spread throughout rural communities that broaden access, and where students can meet with advisors, have computer access and get help to advance their college attainment.

OSU

quality: relentless

The Work has Only Begun: Public Engagement and Next Steps

Participants throughout the day emphasized the shared aspect of the 40-40-20 goal and the imperative to extend these important conversations to all Oregonians. Jill Eiland, Intel Corporate Affairs Manager, and Vice President of the Oregon State Board of Higher Education, said: "There are a lot of stakeholders in the room here today—a lot of 40-40-20 believers—and as a native Oregonian, I would tell you my one fear is that we're having the conversation just with ourselves. We need to broaden our thinking and really make this more of a grassroots movement." Patrick Callan spoke to the issue of engagement on a national level: "This has got to get into the DNA of the public in each state. We will not sustain this without public understanding and public support. There's been a huge change in this decade and that is the proportion of Americans who say some education and training beyond high school is necessary to be successful in this country; it's gone from about 30% in 2001-2002, to about 60% now. So that tells you that the basis of having this conversation with the public is there."

Chancellor George Pernsteiner emphasized the profound hope of Oregon's goal and the collective commitment it will take: *"The 40-40-20 goal embodies our hopes for future generations and our belief that great things are possible when we come together to pursue a shared goal."* Echoing this at the end of the day, Ben Cannon, education policy advisor for Governor Kitzhaber, remarked that collectively Oregon has many of the answers and profound expertise on "how to get there." However, he urged participants to focus on something immeasurable that we will all need to remember and learn from our students in order to achieve the 40-40-20 vision. Cannon said, "I'd suggest that we take our cues from the students … and I would focus on a single word to describe what they described, and that word is 'relentless.' They told us stories of their own relentlessness to pursue higher education, relentlessness required sometimes to overcome barriers far higher than they should be … That characteristic of relentlessness has to permeate our work as adults in this system."

Jill Eiland

▶ FOR MORE INFORMATION

This report is intended as one tool to continue and to broaden the conversation and awareness needed to achieve Oregon's 40-40-20 goal. Please feel free to share this with your communities. The report is available online at www.ous.edu and a limited supply of print copies are available upon request at 503-725-5700. For more information, contact Di Saunders, OUS Director of Communications at Diane_Saunders@ous.edu or 503-725-5714.

Thank you

Many thanks to all participants including the following expert speakers at the OUS symposium *From Goal to Reality: Achieving 40-40-20 in Oregon.*

(In order of appearance)

DR. ED RAY, President, Oregon State University

GEORGE PERNSTEINER, Chancellor, Oregon University System

DR. THOMAS POTIOWSKY, Chair, Department of Economics, Portland State University

DR. PAUL LINGENFELTER, President, State Higher Education Executive Officers

TIFFANY DOLLAR, student, Portland State University; and Chair, Oregon Student Association

DR. PRESTON PULLIAMS, District President, Portland Community College; and Director, Oregon State Board of Higher Education

TRAVIS REINDL, Program Director, Education Division, National Governor's Association

JILL EILAND, Corporate Affairs Manager, Intel; and Vice President, Oregon State Board of Higher Education

BRENDA FRANK, Director of Education and Employment, Klamath Tribes; and Chair, State Board of Education

DUNCAN WYSE, President, Oregon Business Council; member, Oregon State Board of Education

ANDREA HENDERSON, Executive Director, Oregon Community College Association

BRIDGET BURNS, Chief of Staff, Oregon University System

DR. SONYA CHRISTIAN, Vice President for Academic and Student Affairs, Lane Community College

SARAH DENNY, Teacher, Hillsboro High School

FARBODD GANJIFARD, student, Oregon State University; and Director, Oregon State Board of Higher Education

DR. GREG HAMANN, President, Linn-Benton Community College

DENA HELLUMS, Teacher, Reynolds Middle School

JOSH HOWARD, ESL Teacher and Education Leader

ROBIN KOBROWSKI, Administrator for Curriculum, Instruction & Assessment, Beaverton School District

CHAD MELVIN, alumnus, Oregon State University

DR. SONA KARENTZ ANDREWS, Vice Chancellor for Academic Strategies, Oregon University System

PATRICK CALLAN, President, National Center for Public Policy and Higher Education

DR. DAVID CONLEY, CEO and Founder, Educational Policy Improvement Center; Professor; and Director, Center for Educational Policy Research, University of Oregon

DR. CURTIS JOHNSON, president, Citistates Group; partner, Education Evolving; co-author, Disrupting Class (2008), and other books

MATT HEW DONEGAN, President, State Board of Higher Education; member, Oregon Education Investment Board; and President, Forest Capital Partners

HONORABLE JOHN KITZHABER, Governor of Oregon

DR. WIM WIEWEL, President, Portland State University

NICHOLE MAHER, Executive Director, Native American Youth and Family Center; Co-Chair, Communities of Color Coalition; and member, Oregon Education Investment Board

TONY HOPSON, SR., President & CEO, Self Enhancement, Inc.

GALE CASTILLO, President, Hispanic Metropolitan Chamber

MARIO PARKER-MILLIGAN, student, Lane Community College; and President, Associated Students of Lane Community College

DR. MARY CULLINAN, President, Southern Oregon University

DR. MARK MULVIHILL, Superintendent, InterMountain Education Service District; and member, Oregon Education Investment Board

DR. JOHN TURNER, President, Blue Mountain Community College

DR. RICHARD LARIVIERE, Former President, University of Oregon

BEN CANNON, Chief Education Advisor, Office of the Governor

The Oregon University System comprises seven distinguished public universities and one branch campus: Eastern Oregon University (EOU); Oregon Institute of Technology (OIT); Oregon State University (OSU); Oregon State University - Cascades; Portland State University (PSU); Southern Oregon University (SOU); University of Oregon (UO); and Western Oregon University (WOU). The Oregon State Board of Higher Education, the statutory governing board of OUS, is composed of twelve members appointed by the Governor and confirmed by the Oregon State Senate.

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