



Briefing on Excellence in Delivery & Productivity Working Group (EDP)

The Excellence in Delivery and Productivity (EDP) working group of the Oregon State Board of Higher Education (OSBHE) was convened in early 2004 to develop initiatives related to student access and success. Chaired by Gretchen Schuette, OSBHE member and President of Chemeketa Community College, the group is comprised of members from the State Board of Higher Education, community colleges, and the business community to address education concerns affecting the entire state.

Mission

To identify and develop opportunities and program changes resulting in:

- More Oregonians receiving a college education and undergraduate degrees.
- More and better transfer movement for students from community colleges to 4-year institutions.
- Improved graduation rates for undergraduates at OUS institutions
- Better delivery of academic programs to Oregon University System (OUS) and community college students.
- Faster time to degree for OUS undergraduates.

Goals related to EDP mission

- Increased opportunities and efficiency for students to take courses from Oregon community colleges that apply towards an OUS degree.
- Improved retention rates of community college and OUS students.
- Use of technology to increase efficiency and empower more students to prepare for and graduate from an OUS institution.
- Opportunities for students to earn college credits while in high school including the use of College Credit Now, Advanced Placement®, and on-line courses.
- Capacity of community colleges and OUS to provide high-quality educational opportunities to more students in a timely manner.
- Financial aid to support the successful transition of students from community college to OUS.
- Review of current policies and practices that may impede successful and timely college graduation.
- Scaling up of existing statewide college preparatory and access programs such as GEAR UP.

Defining a Student-Centered System

More:

- students entering and completing college
- students from diverse backgrounds with college degrees
- Oregonians with degrees, flexible job skills, higher earnings

Better:

- alignment between 2- and 4-year colleges
- alignment with economic needs
- use of state/citizen resources
- retention (eg, fewer stop-outs and drop-outs)

Faster:

- to graduation
- to workforce

Process

The working group has collaborated widely across sectors, establishing a statewide feedback process that has included community colleges, OUS campuses, Governor's Office staff, and others in support of an open and inclusive planning process. In early 2004, seven action areas were identified with potential for the greatest impact to all of Oregon, and goals for each topic were established. Task groups for each of the seven action areas were convened and led by community college academic vice presidents and OUS provosts. The EDP has received board and joint boards endorsement for key action items to be pursued for the benefit of student access and success in college.

EDP Progress: Seven Action Areas for Student Access and Success

1. Student Data Transfer and Online Course Audit

- Advocated and received funding for a **K-20 Integrated Data Transfer Process** that will facilitate the electronic transmission of student transcripts between high schools, community colleges and OUS. The process will also support increased accountability through tracking of student academic progress.

- Initiated development of **ATLAS, a web-based statewide course articulation system** that will enable students to better plan their academic pathways to a degree, funding yet to be secured.
2. **Transfer Module and Student Competencies**
 - Developed the **Oregon Transfer Module**, an approved core of general education outcomes that supports student transfer activity between and among institutions and begin implementation in fall 2005.
 3. **Articulation of Majors and Dual Enrollment**
 - Identified all current articulation agreements, by which students know precisely what courses are needed at a community college level to align with an OUS university degree. All campuses received a list of majors at their campus with high transfer activity so that future articulation agreements can be developed to meet high student demand.
 - Completed a draft version of a **framework for dual enrollment agreements** between community colleges and OUS campuses. Five new dual enrollment programs implemented since January 2005, for a current total of 24 in Oregon.
 4. **Acceleration for High School Students**
 - Worked to further **Senate Bill 300**, passed in the 05-07 legislative session, **that creates an “Expanded Options Program,”** increasing awareness and availability of accelerated college credit programs to more high school students.

EDP Working Group

Gretchen Schuette, Chair

*Member, State Board of Higher Education;
President, Chemeketa Community College*

**Bill Christopher, President, Portland
Community College, Rock Creek**

**Joe Johnson, President, Clackamas
Community College**

**Jill Kirk, Vice President, Oregon Business
Council**

Adriana Mendoza*, Student, Eastern
Oregon University

**Dave Phillips, Dean of Instruction (retired),
Clatsop Community College**

**Karen Phillips, Director, Oregon Small
Schools Initiative**

Tony Van Vliet*, State Representative
(retired)

David McDonald, Staff
Director of Enrollment Services, OUS
Connie Green, Staff, CCWD

5. Retention

- Developed a list of best practices for student retention and developed a model that allows community colleges and OUS to coordinate identification of student success. Submitted to the U.S. Congress a **federal earmark for a Student Success Center** to pursue, maintain, and increase those best practices.

6. Online Delivery

- In process of identifying gaps in online core courses or programs that could be available through distance education for expanded access and **better service across the state.**

7. Capacity Courses

- Researching possible **solutions to bottleneck courses** that students are unable to take because of capacity, and that are required for their programs of study.

Next Steps

1. Continue to identify best practices that can be used to support development and implementation.
 2. Work with Joint Boards of Education and legislators to meet policy and resource needs.
3. Continue discussions and policy development with K-12 colleagues to increase opportunities for high school students to access college-level courses.
 4. Continue collaboration between community colleges and OUS campuses to address areas of shortages in key academic courses such as lower division writing.
 5. Continue positive interaction of OUS with community college and Oregon Department of Education partners in supporting student success.