Public Meeting Notice

January 11, 2018

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report offering updates on the Provost's Council, the committee's dashboard, and general topics. There will be discussion and action on SOU's Educator Equity Plan. The meeting also will include an overview of competency/proficiency based education models; updates on SOU's online master of business administration program, House Bill 2998 regarding transfer articulation, as well as the acting vice president for enrollment and student life position. The committee also will discuss student navigation for persistence and completion.

The meeting will occur as follows:

Thursday, January 18, 2018
12:00 p.m. to 3:30 p.m. (or until business concludes)
(Lunch to be provided for the committee members and selected staff members.)
Hannon Library, DeBoer Room, 3rd Floor (Room 303)

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Board of Trustees
Academic and Student Affairs Committee Meeting
January 18, 2018

Call to Order / Roll / Declaration of a Quorum

Southern OREGON UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, January 18, 2018
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

	1	**Call to Order/Roll/Declaration of a Quorum**	Chair Teresa Sayre
	1.1	Welcome and Opening Remarks	
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Sayre
	2	**Public Comment**	
15 min.	**3**	**Provost's Report**	Dr. Susan Walsh, SOU, Provost and Vice President for Academic and Student Affairs
	3.1	Provosts' Council Update	
	3.2	Committee Dashboard	
	3.3	General Updates	
5 min.	**4**	**Consent Agenda**	
	4.1	Approval of October 19, 2017 Meeting Minutes	Chair Sayre
20 min.	**5**	**Action Item**	
	5.1	Southern Oregon University Educator Equity Plan	Dr. John King, SOU, Division Director, Education, Health, Leadership

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, January 18, 2018
12:00 p.m. – 3:30 p.m. (or until business concludes)
**DeBoer Room, Hannon Library**

AGENDA (Continued)

|			
90 min.	**6**	**Information and Discussion Items**	
30 min.	6.1	Overview of Competency/Proficiency Based Education Models	President Schott
15 min.	6.2	Online Master of Business Administration Update	Provost Walsh
15 min.	6.3	House Bill 2998 Transfer Articulation Update	Chris Stanek, SOU, Director of Institutional Research
10 min.	6.4	Acting Vice President for Enrollment and Student Life	President Schott; Dr. Blaine Steensland, SOU, Acting Vice President for Enrollment and Student Life
15 min.	6.5	Student Navigation for Persistence and Completion	Chair Sayre; Provost Walsh; Dr. Matt Stillman, SOU, Registrar and Director of Enrollment Services
5 min.	6.6	Future Meetings	Chair Sayre
	7	**Adjournment**	Chair Sayre

Public Comment

Provost's Report
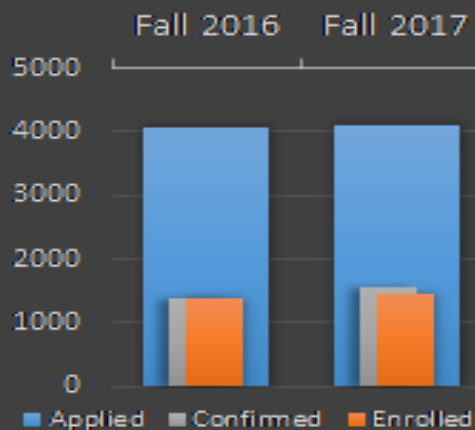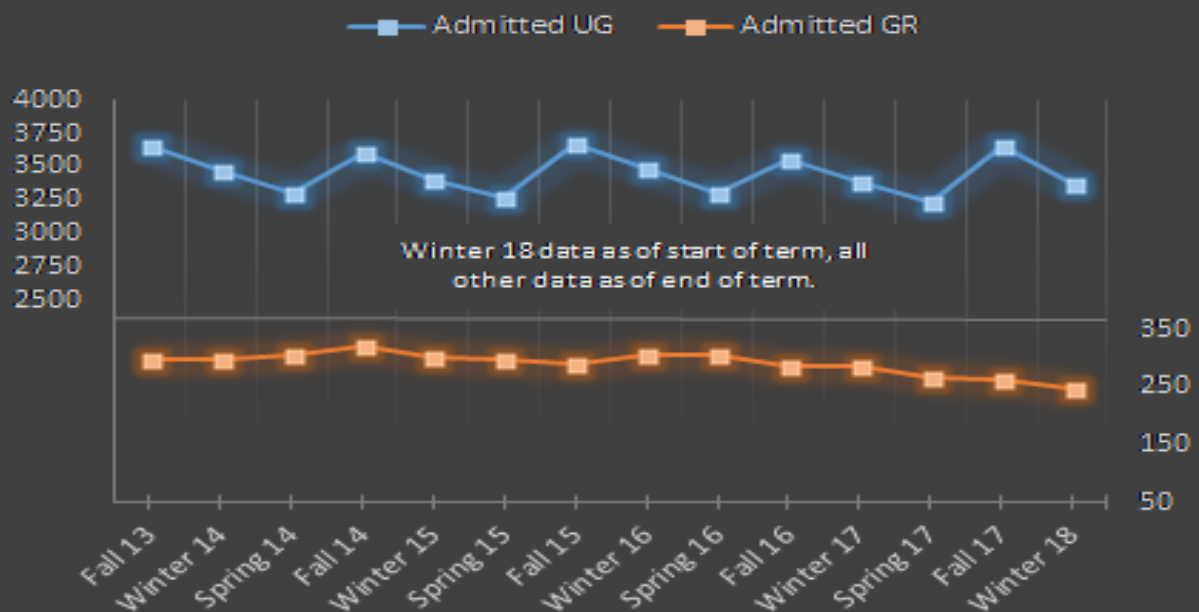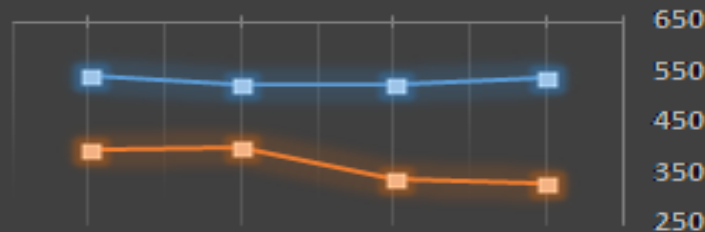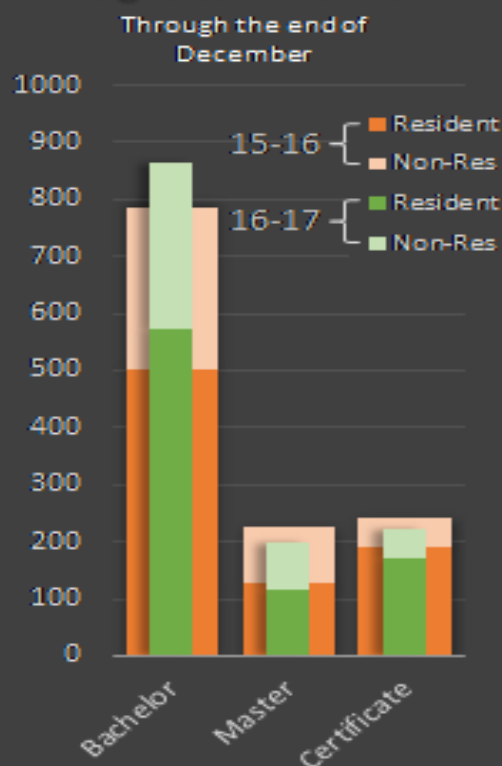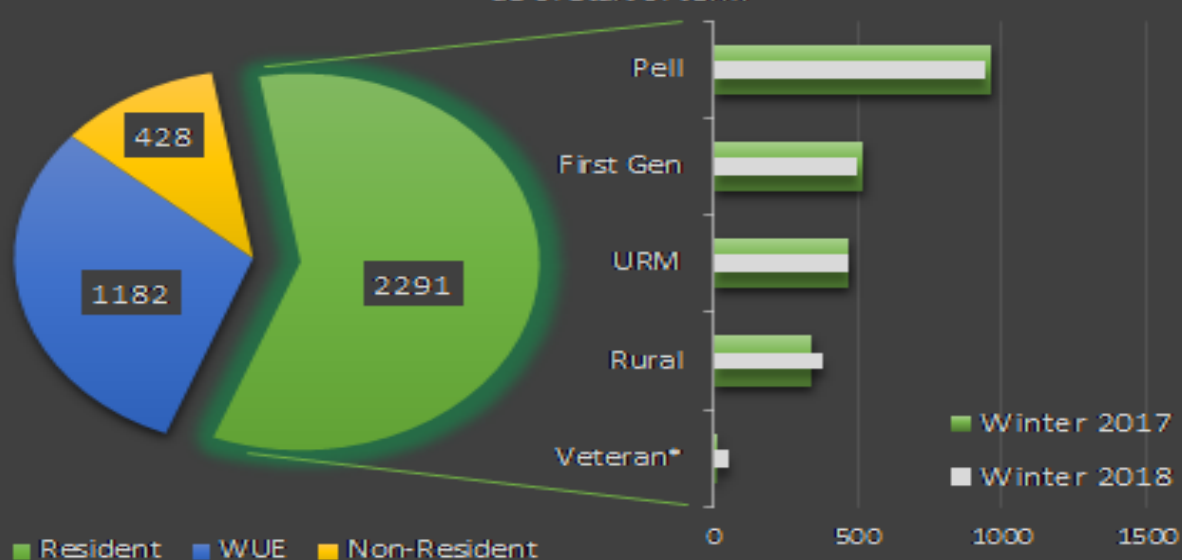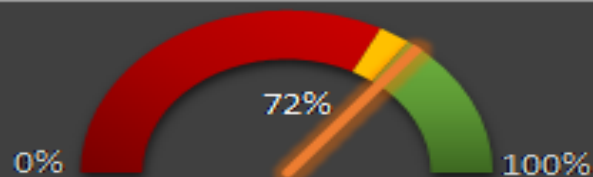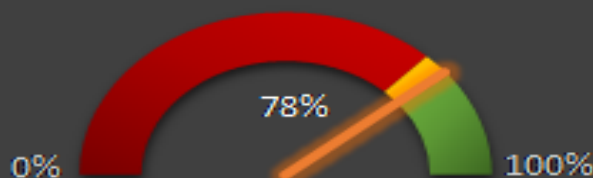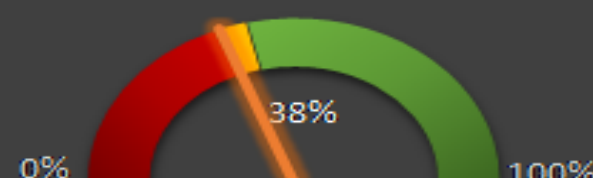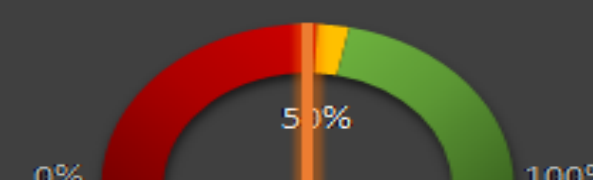
Consent Agenda

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, October 19, 2017
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Sayre called the meeting to order at 12:15 p.m. and welcomed everyone to the committee's first regular meeting of the academic year.

The following members were present: Teresa Sayre, Daniel Santos, Joanna Steinman and Steve Vincent. Trustee Les AuCoin was absent due to an illness. Trustee Shea Washington was also absent. Trustee Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Craig Morris, Vice President for Finance and Administration; Jason Catz, General Counsel; Shanztyn Nihipali, SOU student; Tiffany Morey, APSOU; Matt Stillman, Registrar; Lee Ayers, Division Director of Undergraduate Studies; Jennifer Fountain, Student Life; Marjorie Trueblood-Gamble, Director of Diversity and Inclusion; Vicki Suter, SOU; Kemble Yates, SOU; Ryan Schnobrich, Internal Auditor; Joe Mosley, Director of Community and Media Relations; Devon Backstrom, ASSOU; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh reported on activities of the Provosts' Council. She said five of the eight Oregon university provosts are new and their recent discussions included but were not limited to: applied baccalaureates, strengthening working relationships with community colleges, studying 2- and 4-year transfer students bachelor's degree completions; declaration of meta-majors, new advising models; academic support services; strategies for better preparing high school students for college-level work; the need for data on the impact of the Oregon Promise; creative financial aid; competency-based education; and university evaluations.

Dr. Walsh mentioned her participation in a conversation Chair Thorndike arranged with Dr. Naganathan, the new OIT president, when he visited the Rogue Valley. They talked with community and business leaders about how SOU, OIT and RCC can support the needs of the workforce.

Dr. Walsh said she recently presented to SOREDI SOU's strategic plan and other items about which SOU is excited. Trustee Vincent said the conversation was well-received. Dr. Walsh then passed out the new SOU viewbook, which she distributed at the SOREDI meeting and highlighted a couple of pages on student support, the new advising model and the cost of attendance.

Dr. Walsh discussed House Bill 2998, the transfer bill. The HECC is required to convene higher education representatives to evaluate existing one-year curricula for students who plan to transfer, establish foundational curricula with a minimum of 30 college level academic credits that may be counted toward a student's four year degree requirements and determine major courses of study for which unified statewide transfer agreements will be established. Chris Stanek was appointed to serve on this HECC group. This is a way to capture credits not being used in the transfer process, even beyond the articulation agreements with community colleges.

The university evaluation is due to the HECC and SOU's final report on its retrenchment metrics and the conditions report are also due to the HECC. SOU leadership is planning how to approach its mission presentation but Craig Morris added that the HECC has provided very limited guidance.

Matt Stillman presented the enrollment dashboard, saying things are still looking very strong, as FTE is ahead of last fall's FTE and Advanced Southern Credit students are still coming in. Degrees awarded are up from last year. Every category in the admissions data is up from fall 2016 and the application volume is the second highest in SOU's history. Retention rates also are up. Responding to Trustee Santos' inquiry, Dr. Stillman said the $500,000 set aside for tuition offsets was used immediately and awarded fully.

Consent Agenda
Trustee Steinman moved to approve the minutes from the June 15, 2017 meeting as presented. Trustee Santos seconded the motion and it passed unanimously.

Information and Discussion Items
Information and Discussion: What are Safe Spaces at SOU
Marjorie Trueblood-Gamble provided an interactive presentation and discussion session on safe spaces at SOU. She defined a safe space as a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm and a space where people are encouraged to take intellectual risks and explore a line of rational thoughts. She then discussed trigger warnings and their use on campus; microaggressions; and the tension between inclusion and freedom of speech. Ms. Trueblood-Gamble mentioned the Association of Governing Boards' publication on freedom of speech, which made the point that governing boards need to be aware of the competing tensions between individual freedoms and the expectation of civility and personal safety and should understand the difficult balance between restricting certain speech and having a campus that is open to the public.

Ms. Trueblood-Gamble then led an interactive activity for all those in attendance at the

meeting to consider the following statements: 1) Schools should be places where students are exposed to many viewpoints, even if some groups or individuals might find them offensive. 2) A college or university should cancel a speaker if a majority of students object. 3) All speech should be protected. 4) Free speech is not truly available to all, especially members of marginalized groups, so additional protections for them are needed. Ms. Trueblood-Gamble noted the diversity in the participants' answers.

Ms. Trueblood-Gamble then discussed brave spaces at SOU, which encourage students to be resilient and not opt out of difficult, uncomfortable conversations. Various training opportunities are available to staff, faculty and students on creating brave spaces. SOU has physical safe spaces, such as identity-based resource centers, clubs and organizations and the Native American Studies program.

Responding to inquiries from several trustees, discussion ensued on being unable to eliminate microaggressions, training people to deal with them, and the Ally program. Ms. Trueblood-Gamble referenced pertinent SOU policies: Speech Activities; Equal Opportunity, Harassment and Sexual Misconduct; and Student Code of Conduct. SOU's processes include the Bias Response Team, CARES and confidential advising. Responding to Trustee Santos' inquiry, Ms. Trueblood-Gamble and Mr. Catz said the Department of Education's new Title IX guidance has no impact on SOU's process.

Responding to Trustee Vincent's inquiry, Ms. Trueblood-Gamble said she receives tremendous support at all levels within the university. Discussion ensued on SOU's procedures for processing speakers' requests and how SOU would respond to an incident. Mr. Catz added that most of the campus is available for free speech activities and community members can rent facilities to put on speeches. SOU is very open to speech and has long advocated that speech is opposed with more speech. Dr. Walsh added that Mr. Catz's personal commitment to this issue makes a big difference for SOU and Mr. Catz, in turn, credited Ms. Trueblood-Gamble's personal dedication.

Academic and Student Affairs Organizational Update
Dr. Walsh provided an update on the Acting Vice President for Enrollment and Student Life, saying she and President Schott have been working on a position description for this six-month position and a screening committee has been assembled. President Schott added that, after the six-month period, leadership would determine if the position should be made permanent and, if so, at what level. The hope is to have someone on board by January, possibly sooner.

Turning to academic advising, Dr. Walsh said SOU studied decentralized advising models and created a new plan to take advantage of other services offered at the university, such as career preparation. Each division will have a student success coordinator and faculty will still have advising responsibilities. Looking at the high retention rates in the pilot program in Social Sciences, Dr. Walsh believes this new model will be successful in all seven divisions. Dr. Walsh said ASSOU is solidly behind this new model. Trustee Steinman praised the new model.

Curriculum Update
Dr. Walsh said SOU is on track for an April launch for the online MBA program, starting with four concentrations: business analytics, marketing, accounting and

general. Mr. Morris added that Mark Denney conservatively estimated that by 2021, the program could produce an additional million dollars per year.

Dr. Walsh said the Masters in Outdoor Adventure and Expedition Leadership program has seven students and there are several students in the new Health Care Administration major as well.

The Wine Business Certificate is moving along. Dr. Greg Jones was scheduled to teach a course or two and SOU is looking for instructors for those courses.

Committee Meeting Schedule and Future Meetings
Chair Sayre reminded committee members that last year, the committee decided to meet less frequently for longer durations. The full board would be asked to adopt an updated schedule in its meeting the following day. Trustee Santos said he appreciated the long-term planning and thought the schedule was good. Chair Sayre also thought the quarterly meetings worked well for the committee.

Adjournment
Chair Sayre adjourned the meeting at 2:26 p.m.

SOU Educator Equity Plan

October 5, 2017

Dr. Linda Schott
President
Southern Oregon University
Office of the President
1250 Siskiyou Boulevard
Ashland, OR 97520

Dear President Schott,

Oregon's Educator Equity Act (ORS 342.433 to 342.449) declares the state educator equity goal as "the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). The educator preparation programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. Each institution's plan for 2016-2018 was approved in the spring of 2016. This year those plans should be updated and revised for the 2018-2020 biennium. The law requires the HECC to "*review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans.*"

In addition, ORS 342.437 requires the HECC to provide guidance to universities on the process for institutional and HECC review, revision, and approval of the plans. To that end, we request that during the 2017-2018 academic year you arrange for your institutional governing board to conduct a review of the draft plan for "adequacy and feasibility." Following that initial review by your board, the plan should be submitted to the HECC for review and approval or requests for revision. We appreciate your taking the time for a thoughtful review and, where needed, engaging in meaningful dialogue with your school of education around the paramount issue of educator equity.

Sincerely,

Ben Cannon
Executive Director

Cc: John King, Dean, School of Education, Southern Oregon University

Pathway to Teaching

Southern Oregon University
Educator Equity Plan

2018

SO | Southern OREGON
U | UNIVERSITY

Recruiting and Developing Diverse Educators in Southern Oregon

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The Southern Oregon Pathway to Teaching

The Southern Oregon University Educator Equity Plan was reviewed and approved by the SOU Institutional Governing Board on April 15, 2016 and by the HECC on June 9, 2016. Goals identified in that plan include:

1) Increasing the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;

2) Increasing university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core strategies for achieving these goals include:

1) Starting early: linking with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach.

2) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.

3) Bridging systems to support post-secondary and career aspirations: working with students and families as they navigate the transition from k-12 to higher education and into the workforce.

4) Incentivizing participation for culturally and linguistically diverse students: participating students receive an intent to interview letter upon graduating from high school, along with tuition remissions and paid internships during the final year of their teacher preparation program.

5) Leveraging community partnerships around common priorities and shared commitments: programing and financial contributions from Southern Oregon University, the Medford and Phoenix-Talent School Districts, and the Southern Oregon Educational Services District.

1

2018 Status Report

<u>Supporting Success</u>

With the first Pirates to Raiders cohort graduating the Phoenix-Talent school district in 2016, a total of 37 students from two cohorts are now participating in higher education. This 78.7% college participation rate is more than double the 38.5% statewide average for Latino youth (Oregonlearns.org). Tables 1 and 2 below depict program outcomes for the two cohorts now having completed high school and reveal substantial improvements in graduation and college participation rates in comparison to statewide averages.

Table 1: Pirates to Raiders Cohort One (2015-16)

Outcomes	HS Graduation	College Attendance	4 Year College Attendance
P2R Cohort 1 (24 students)	19	19	7
P2R %[1]	79.2%	79.2%	29.2%
Statewide average[2]	69.4%	38.5%	10.8%
Improvement over statewide average	14%	205%	270%

[1] P2R graduation rate reflects students who began program in 8th grade and graduated from the Phoenix-Talent district within 5 years.

[2] Statewide average for HS graduation rate based upon 4 year cohort rate published by Oregon Department of Education. Average for college participation and 4 year college participation rates are based upon Latino Students Education Pathway published by Oregonlearns.org

Table 2: Pirates to Raiders Cohort Two (2016-17)

Outcomes	HS Graduation	College Attendance	4 Year College Attendance
P2R Cohort 2 (23 students)	23	18	12
P2R %[1]	100%	78.2%	52.2%
Statewide average	available 1/25/18	38.5%	10.8%
Improvement over statewide average		203%	483%

Beyond these direct indicators of academic success, the 2016 plan included commitments to support dual credit activity and begin tracking non-cognitive metrics associated with promoting students' success in school and later life. To date, the program has supported 236 credits of Advanced Southern credit, launching students on a path towards college and saving students and families over $36,000. The non-cognitive metrics and assessment instruments selected in collaboration with partnering districts are identified in Appendix A.

<u>Expanding our Pipeline</u>

Extending the program in partnership with the Medford School District, the inaugural Bulldogs to Raiders cohort launched at McLoughlin Middle School in fall 2015 with the first two cohorts having now progressed to South and North Medford high schools. In fall 2017, the inaugural Hornets to Raiders cohort launched at Hedrick Middle School. As depicted in Table 3, these programs are currently supporting 234 students across six schools and two districts.

2

Table 3: Expanding our Pipeline

level	Pirates to Raiders	Bulldogs to Raiders	Hornets to Raiders
Higher Ed	37	n/a	n/a
High School	75	74	n/a
Middle School	23	46	16

For the subset of program graduates pursuing a career in teaching, five are declared Elementary Education majors at Southern Oregon University, with an additional eight pursuing other majors at SOU and eligible to apply to the Master of Arts of Teaching program upon completion of their undergraduate degree. All 13 students are members of an ongoing cohort with a designated advisor and quarterly meetings focused on providing continuing support and connection to the teacher preparation program.

Table 4: Pathway Eligible Students at SOU

	Elementary Education	Secondary Education
Pathway eligible students entering in 2017	2	6
Pathway eligible students entering in 2016	3	2
Historical annual average prior to the Pathway[3]	0.1	0.3

[3] Culturally and linguistically diverse students completing the SOU teacher licensure program after graduating from Phoenix-Talent or Medford school district in the prior ten year period.

Extending the Pipeline from Recruitment to Retention

As with recruitment, both program completion rates for candidates of color enrolled in teacher preparation programs and retention rates for teachers of color lag behind overall statewide averages (2016 Oregon Educator Equity Report). Thus, the ultimate success of the Pathway to Teaching in helping meet statewide equity goals requires that attention also be given to the experience of these students after they reach the university and the profession. For students at Southern Oregon University, all Pirates to Raiders and Medford biliteracy seal graduates receive ongoing support as members of a cohort with a designated advisor and quarterly meetings that provide continuing connection to the teacher preparation program and community of diverse educators within the Rogue Valley.

To support teachers already in practice, the School of Education has partnered with the Southern Oregon Educational Services District and the Oregon Mentoring Project to co-sponsor affinity group meetings for educators of color to begin in March 2018. With the support of community partners such as the Oregon Shakespeare Festival, this K-20 approach is designed to provide a regular venue for diverse educators throughout our region to meet and provide collegial support, discuss barriers and the efficacy of institutional supports, and advocate around issues of diversity and inclusion.

Other collaboration efforts to support diverse educator recruitment and retention include: embedding implicit bias and cultural agility training within the SOU educator preparation programs (EPP) and Southern Oregon Mentoring Program (SOMP) training to improve administrators, supervisors and mentors' ability to recognize and support the needs of CLD

3

teachers; developing a consistent observational protocol for assessing and supporting culturally responsive pedagogy across both SOU EPP and SOMP; and collaborating with the ESD Migrant Education Office to recruit and incentivize out-of-region CLD candidates participating in the Southern Oregon Teacher Job Fair.

Next Steps: Broadening Access

Southern Oregon University's 2016 Educator Equity Plan indicated the potential for future expansion to additional districts and to Native American student populations. Given the core strategies of linking with existing minority outreach efforts and leveraging community partnerships with local school districts, the 2016 plan built upon the foundation of the Pirates and Bulldogs to Raiders programs to focus support for Latino students in the Phoenix-Talent and Medford school districts. While the labor intensive nature of the academic supports associated with the Pirates and Bulldogs to Raiders program are difficult to sustainably replicate or expand upon given present resources, other elements of the Pathway are more readily transferrable to other locales and populations. Specifically, Pre-College Youth Programs and Minority Outreach Programs are exploring a joint partnership with the OSU Juntos Program to support extending post-secondary planning and family engagement programing to additional districts within the Rogue Valley. Meanwhile, burgeoning collaboration with the Native American Studies department and SOU Foundation provides an opportunity to incentivize entry into the SOU teacher preparation program for Native American students.

As depicted in Appendix B, Southern Oregon University is continuing to deepen alignment of programmatic supports and success metrics associated with recruiting and retaining underrepresented populations.

4

Appendix A: SOU Pipeline Programs: How we Promote and Measure Student Success

Grade	8th	9th	10th	11th	12th
Goal #1: Increase Academic Achievement					
What it means	Increasing grades, attendance, graduation and college participation				
Assessment Tools	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance • Dual credits earned	• Semester gpa • Weekly attendance • Dual credits earned • HS graduation • College admissions (National Clearinghouse)
Curricula/Activities	• After school tutoring • Attendance outreach	• After school tutoring • Attendance outreach • WOOP Method	• After school tutoring • Attendance outreach	• After school tutoring • Attendance outreach • Dual credit tuition vouchers	• After school tutoring • Attendance outreach • Dual credit tuition vouchers
Goal #2: Support Post-Secondary Aspirations and Planning					
What it means	Helping students define their goals for after high school and develop plans to achieve them				
Assessment Tools	• College Planning Questionnaire		• College Planning Questionnaire		• College Planning Questionnaire
Curricula/Activities	• Berkley Curriculum: *What Does Success Mean to Me?* • Berkley Curriculum: *The Benefits of College*	• Latino Family Days	• Latino Family Days • Berkley Curriculum: *What Types of Students Do Colleges Want?*	• Latino Family Days • SAT prep • ASC tuition remission	• Latino Family Days • Senior Seminar • ASC tuition remission

Goal #3: Foster Growth Mindset

What it means	Believing that success results from effort rather than innate ability				
Assessment Tools		• Mindset Quiz		• Mindset Quiz	
Curricula/Activities		• TED Talk: *The Power of Belief—Mindset and Success*			

Goal #4: Promote Academic Resilience

What it means	Adopting an incremental approach when facing difficult tasks and challenges				
Assessment Tools		• Grit Scale Quiz		• Grit Scale Quiz	
Curricula/Activities	• Berkley Curriculum: *Navigating the Road to My Future* • Berkley Curriculum: *Preparing for High School & Beyond*			• WOOP Method	

Goal #5: Enhance Student and Family Engagement

What it means	Feeling welcomed and taking an active interest in school				
Assessment Tools	• *Youth Truth Survey*		• *Youth Truth Survey*		
Curricula/Activities	• Parent kick-off night • Cultural enrichment fieldtrip • Academia Latina	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference

6

Appendix B: Building an Integrated Pipeline of Support

Academic Outcomes

⇒ College Completion

⇒ College Participation

⇒ High School Graduation

⇒ Dual Credits Earned

⇒ GPA

⇒ Attendance

Programmatic Supports

Career

*

Higher Education

Affinity Group

Tuition Incentives

College Transition Interventions

Dual Credit Incentives

*

College Prep Workshops

High School

In-School Support Programming

Family Outreach

*

Cultural Enrichment Events

Middle School

After-School Tutoring
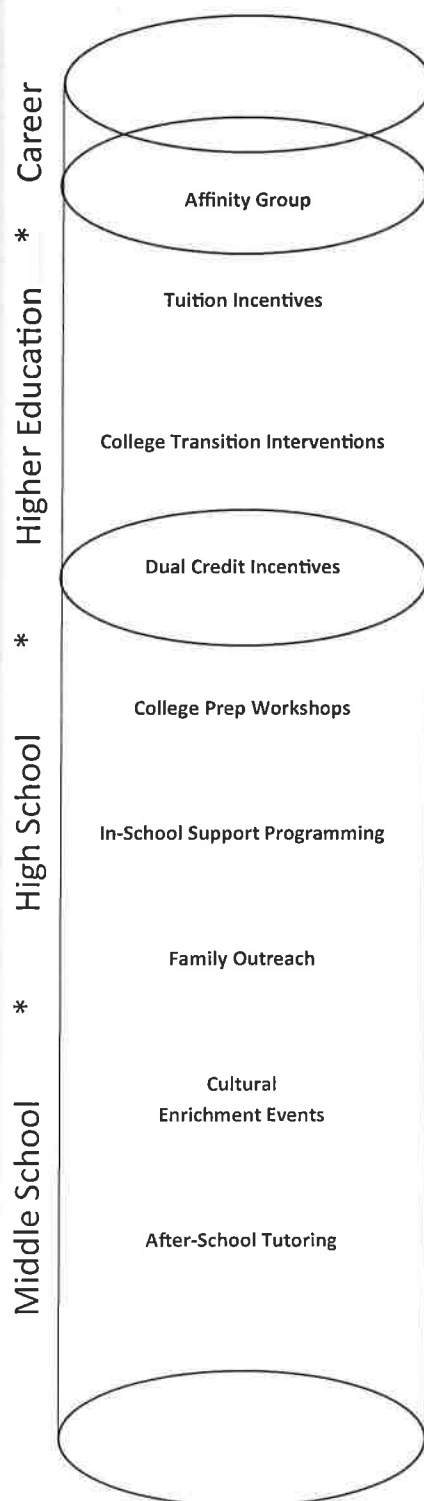
Non-Cognitive Outcomes

⇒ Belonging

⇒ Resilience

⇒ Post-Secondary Aspirations

⇒ Growth Mindset

⇒ Student and Family Engagement

Implementation Plan and Timeline

Fall 2015

- Expand Pirates to Raiders model to Medford School District (Bulldogs to Raiders)
- Present draft Diverse Educator Recruitment and Development Plan to the Phoenix-Talent and Medford school districts and the SOESD

Winter 2016

- Establish instructor PLCs to develop Learners and Learning course and articulate ED 251 Introduction to Teaching
- Revise Co-Pay Voucher agreements to address Diverse Educator Recruitment Plan
- Each party conducts institutional review of budget framework
- Present the Diverse Educator Recruitment and Development Plan for SOU Institutional Board approval

Spring 2016

- Develop and sign Documents of Commitment with Southern Oregon University, Phoenix-Talent School District, and Medford School District
- Present Diverse Educator Recruitment and Development Plan for HECC approval
- Develop Memorandum of Understandings regarding multiple entry points for high school and college students already in the Pathway pipeline

Fall 2016

- Announce Pathway to Teaching at Pirates and Bulldogs to Raiders kickoff nights
- Establish PLCs to develop and articulate ED 201 Risk and Resilience, ED 202 Culture in the Classroom, and ED 252 Social Foundations

Winter 2017

- Create articulation agreements with existing Rogue Community College (RCC) Early Childhood and Elementary Education dual credit courses

Spring 2017

- Co-sponsor diverse educator hiring fair with SOESD Migrant Education Office

Summer 2017

- Begin targeted incentives for students in the MAT and Elementary Education licensure track programs

Fall 2017

- Begin offering dual-credit Pre-Education Pathway courses

Program Success Metrics

<u>Pathway to Teaching</u>

- Annual target of ten local CLD teachers graduating from the MAT and Elementary Education licensure track programs
- Budget neutrality

<u>Pirates and Bulldogs to Raiders</u>

- Establish infrastructure for identifying and tracking student success metrics across secondary and post-secondary institutions

- Track and positively impact academic achievement metrics including high school gpa, high school graduation rates, dual-credits earned, college admission rates and college completion rates

- Track and positively impact non-cognitive metrics including growth mindset, post-secondary aspirations and self-efficacy

Overview of Competency/Proficiency Based Education Models

Dispelling The Myths:

Frequently Asked Questions About Competency-Based Education

There are many common misconceptions about personalized, competency-based learning that can make it challenging to explain. The following questions highlight those you may hear the most often from essential stakeholders – including teachers, parents, community members and students – and we've paired them with responses that could spark critical conversations about what competency education offers your learning community.

QUESTION
Will students spend all day on a computer or tablet?

ANSWER
Technology can be a great tool for learning, but it's not the only one. Some students may prefer project-based work or a computer program, while others prefer pencil and paper. Competency education provides students the opportunity to learn how they learn best and to demonstrate learning in a variety of ways, rather than just taking a test or writing a paper.

QUESTION
Isn't CBE just a new way of ensuring schools follow Common Core?

ANSWER
Standards guarantee every student an equal, quality education. It doesn't matter what the standards are called or who created them. What is more important is that the state – be it Texas or Maine or Alaska – has chosen to use state-wide standards to ensure consistency in learning among all districts, no matter the tax-base or zip code, ensuring students in low-income and high-income districts are guaranteed a high-quality education.

28

QUESTION

What role does the teacher play in a competency-based classroom?

ANSWER

Relationships drive student learning in a competency-based environment. Teachers are more essential than ever before, creating unique opportunities for learning, working with students to create classroom culture, helping students discover their learning styles and working side-by-side with learners throughout the year.

QUESTION

Is CBE another workforce model?

ANSWER

Many of today's students will enter the workforce and fill jobs that have yet to be created. Through competency education, students master core academic content and demonstrate what they're learning while also developing the social emotional skills necessary to succeed in ambiguity. Skills like critical thinking, self-awareness and the ability to collaborate will help them no matter what path they choose after high school.

QUESTION

What do you mean that CBE isn't time- or seat-based?

ANSWER

Students move ahead when they have demonstrated mastery of content, not when they've reached a certain birthday. However, competency education classrooms have a class pace set by the teacher. There may be some learners who work ahead or a little behind pace, but this more student-centered approach gives the teacher greater understanding as to where each student is, and when supports are needed.

29

QUESTION

Traditional schooling worked for me. Why do we need something new?

ANSWER

The world has changed, and this changes what students need from their education, and by necessity, how education is delivered. Competency education is a more equitable approach that allows for the flexibility and variety that every student needs to succeed, not just the students who have been traditionally served well.

QUESTION

How will a teacher personalize a lesson for every single student?

ANSWER

A learner-centered classroom doesn't mean 25-30 individual lesson plans for each student. It's about developing student agency so they have a voice, a choice and engagement opportunities to access content in the best way for them. The school day includes instructional time with the teacher and opportunities to work independently, in pairs or with other students. Because their learning targets are transparent, students work with the teacher to determine what they need to accomplish to meet them and how they could show evidence of learning. Learning isn't a mystery, and students have a greater understanding of what they need to learn and why.

KnowledgeWorks is focused on ensuring that every student experiences meaningful personalized learning that allows them to thrive in college, career and civic life. We develop the capabilities of educators to implement and sustain competency-based and early college schools, work with state and federal leaders to establish aligned policy conditions and provide national thought leadership around the future of learning.

KnowledgeWorks®

A Snapshot of K-12 Competency Education State Policy Across the United States

Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

April 2016

Online MBA Update

HB 2998 Transfer Articulation Update

HB 2998 Overview

- HB 2998 passed in the 2017 Oregon legislative session

- Requires program-specific transfer agreements to be defined

- Applies only to students transferring to an Oregon public university from an Oregon community college (not CC to CC, not university to CC, and not university to university)

- Agreements will include:
    - one-year foundational curricula agreements (**FC**)
    - two-year unified statewide transfer agreements (**USTA**)

- Legislative reporting to include:
    - Scope and definition of lost academic credit
    - Identification and definition for FCs and USTAs
    - Definition of selection criteria for creation of new USTAs
    - Yearly assessment of the agreements

HB 2998 Implementation

- Workgroups convened
  - Legislation identifies the HECC to convene the implementation workgroup
  - Workgroup further divided into a policy and a curricular sub-groups
  - Many affiliated advisory groups also formed

- Required outcomes
  - Progress reports from the HECC to legislature include:

    - ✓ **Definition of lost academic credit**
      - *- Ideal Definition*: Credits that a student expects will transfer but do not fulfill degree requirements
      - *- Best Measurable Definition*: Credits that do not fulfill requirements such as:
        - graduation requirement
        - elective credits needed to meet overarching credit requirements
        - auxiliary program requirement such as an additional major, minor, or pre-professional
      - *- Operational Definition:* Difference in the average number of credits at degree completion between transfer students vs. first-year students

    - ✓ **Definition of selection criteria** to establish order of future USTAs
      - Excess credit experienced/observed
      - Feasibility of establishing the USTA
      - Existence of a group or groups already conducting similar work
      - Equity among courses of study based on factors such as underserved students within the discipline
      - Disciplinary variety to ensure a balance of STEM, social science, humanities, etc.

    - ✓ **Annual Statement of FCs' and USTAs' efficacy**

HB 2998 Implementation

- Required outcomes – continued

    - Progress reports from universities and CCs to legislature include:

        - ✓ **Statement of best practices** for advising on USTAs and FCs

        - ✓ **Results of transfer credit articulation** in each USTA in an annual report to the HECC

    - Identify and define FCs - 30 to 45 hours each and fulfilling core general education requirements

        - ✓ **Includes general education requirements**

        - ✓ **STEM based FC**

        - ✓ **Non-STEM based FC**

    - Identify and define USTAs - 90 hours preparing student to enter as a junior in the major

        - ✓ **Initial USTAs have been identified** but work is still needed to define the USTA curricula

        - ✓ **Selection criteria used** to identify three new USTAs per academic year

        - ✓ **"Junior in the Major" assumed to mean** – ready for upper division courses with all or nearly all program-specific pre-requisites satisfied

HB 2998 FC Overview

- Modification to the existing Oregon Transfer Module agreement (OTM)

- Outcome areas within the FCs will include:
  - writing
  - arts & letters
  - natural sciences
  - mathematics
  - cultural literacy

- STEM-based FC – students advised to take mathematics and natural sciences courses appropriate for the eventual USTA program of choice

- Non STEM-based FC – students advised to take social science courses appropriate for the eventual USTA program of choice

- Intended as a starting point for students who plan to transfer but are unsure of their intended major or transfer destination

HB 2998 FC Details

Subject	Foundational Courses for STEM majors	Foundational Courses for non-STEM majors
Writing	2 courses (6-8 credits) WR121, WR122	2 courses (6-8 credits) WR121, WR122
Cultural Literacy	1 course (3-4 credits) See list of AA/OT outcome courses.	1 course (3-4 credits) See list of AA/OT outcome courses.
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses.
Social Science	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses. Many non-STEM majors require specific soc sciences courses -- **see the USTA** for you intended major.
Natural Sciences	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. Many STEM majors typically require specific majors-level (200+) courses – **see the USTA** for your intended major.	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. Non-majors level (100) recommended.
Math	1 course (3-5 credits) See list of AA/OT outcome courses. Many STEM majors typically require specific mathematics (200+) courses – **see the USTA** for your intended major.	1 course (3-5 credits) See list of AA/OT outcome courses MTH 105/111 recommended.
Total	10 courses (32-43 credits)	10 courses (32-43 credits)

HB 2998 USTA Overview

- The first three USTAs will be developed within:
  - Business programs **and/or**
  - Teacher education programs **and/or**
  - Biology programs **and/or**
  - English language & literature programs

- The USTA selection criteria will be used to identify three new agreements per academic year

- Students who are certain of their major, but not their transfer destination, should determine if there is a developed USTA for that major, and follow that as a guide

- Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement, USTA, or degree map that prescribes course requirements

- Work still needs to be done to identify the specific curricula for these initial transfer agreements

HB 2998 Conclusion

- Timeline
  - Start of fall 18 – at least one FC defined
  - End of fall 18 – first USTA defined
  - Start of spring 19 – second USTA defined
  - End of fall 19 – third USTA defined
  - Each year thereafter to include three more USTAs

- SOU Collaboration/Impact
  - Students
  - Faculty senate
  - Curriculum committee
  - Advising
  - Recruitment
  - Transcript and degree evaluations
  - Degree auditing
  - Catalog updates

- HB 2998 Questions

Acting Vice President for Enrollment and Student Life

Student Navigation for Persistence and Completion

Future Meetings

Adjournment