

2013-15

Oregon Community College
Connection and Preparation,
Progression and Completion
Strategic Plan



Persistence and
Completion Task
Force
Fall 2012

A Message from Dr. Rudy Crew

As knowledge and innovation become the prime capital in this global economy, education increasingly determines the futures and fortunes of individuals, communities, states, and nations. The real challenge is that the demands our students face today are being dictated by a world in which change comes nearly as rapidly as information travels on the Internet. To meet these new demands requires a unified, student-centered system of public education in which Oregon's system of community colleges plays a key role as they:

- Partner with P-12 schools to better prepare college and career ready graduates,
- Increase students' access to career pathways that lead to employment, and
- Improve the outcomes for community college graduates as well as those who transfer to four year institutions.

The 2013-15 Oregon Community College Strategic Plan will serve as a compass for this work as it is rightly focused on high impact interventions and policy supports that can improve educational experiences and outcomes for students. Likewise, the outcomes identified in the plan and that exist in the Community College Achievement Compacts must remain a priority of the Persistence and Completion Task Force with specific attention to tracking intentional efforts that improve access and address inequities still existing for many of Oregon's underserved students.

As this work moves forward, I look to Oregon's community colleges to involve P-12, universities, local communities, and business and industry partners in collaborative problem solving and sharing of ideas and resources.

With a strategic plan established, needs assessed, and metrics determined, the real work ahead commences.



Rudy F. Crew, Ed.D.
Chief Education Officer

A Message from Commissioner Camille Preus

Since 2007 Oregon community colleges have been on a path to intentionally build a student-centered response to increase educational attainment for Oregonians. This document is the third iteration, charting a deliberate course forward for student success. The earlier plans (2008-2010 & 2010-2013) used critical language to convey the purposeful and steadfast focus on important elements that contribute to student success, such as: sense of urgency; creating adequate measurement; understand how to help more students succeed; enhance academic experiences; and, commitment to measure, learn and to adapt.

This plan, *Oregon Community Colleges Preparation, Progression and Completion Plan for 2013-15*, redoubles our collective efforts to be accountable for the success of community college students. We remain committed to building a culture of evidence for student success. This hard work and dedication has built the foundation for Oregon's community colleges' strategic planning both at the state and institutional level. This plan serves as a guide for Oregon's community colleges and provides the strategic framework for action.

CCWD and the college leadership remain committed to working together to ensure that the educational needs of Oregon's citizens and communities are met. Students will both progress and complete so their dreams are fulfilled and the Oregon economy continues to grow.



Dr. Camille Preus
Community College Commissioner

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Executive Summary

In a modern society dependent upon citizens who must engage in lifelong learning to meet the demands of an ever-changing world, Oregon's community colleges play a unique and essential role in the educational continuum. They provide the foundational first two years of an undergraduate education, critical workforce preparation, and lifelong learning activities. Their Career and Technical Education (CTE) degree and certificate programs build occupational skills that are aligned with the competencies required by local labor markets. In addition, they provide the instruction and support necessary for underprepared adults to continue their education, upgrade skills, and to enter or re-enter the workforce.

The Oregon community colleges' commitment to increasing completion rates honors access, addresses inequalities, and moves to ensure success. *The Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan for 2013-15* builds upon the learning and progress from the previous plan(s) and transitions to a changing educational environment.

The plan affirms these essential values:

- Students have the right to succeed—not the freedom to fail.
- Learning is the CENTER for all of us.
- Honor the intent of the student's goal—engage to expose students to the horizons of learning for a lifetime.

The plan builds on strengths, the continued journey of learning, and identifies strategic steps for the next two years. It is organized around three key components of the community college/postsecondary education continuum: Connection and Preparation, Progression, and Completion.

Connection and Preparation

Improving college readiness is the key focus of this component, both for students transitioning from high school to college and for adults returning to college. Oregon community colleges have built a strong foundation of best practices and continue to address the challenges of preparing students for college-level course work. In light of the changing world, Oregon's community colleges must rethink the way they prepare students to meet the increasing demand for a college-level educated workforce. To ensure that Oregon community colleges are responsive to this changing need in the next two years, they must undertake the following:

Primary Actions

- Foster development of an aligned, rigorous high school curriculum to meet the demands of college readiness;
- Build on local initiatives that improve high school-to-college readiness. Oregon's accelerated learning options include dual credit, Eastern Promise, middle/early colleges, CTE Programs of Study (2+2), and bridge programs;
- Redesign Developmental Education curriculum and delivery modalities by the end of 2015, to improve student transition to career and college success. The redesign must be evidence-based and built on promising practices; and
- Expand accelerated, contextualized Adult Basic Skills (ABS) instruction to successfully prepare adults for postsecondary education and employment.

Continuing Actions

- Continue support of Oregon ABS Learning Standards to full implementation; and
- Continue the partnership and work with K-12 to align the Common Core State Standards and CTE Programs of Study.

Progression

Helping students attain their personal and educational goals lies at the core of the mission of Oregon community colleges. Through supports and interventions, Oregon community colleges help students achieve success. Recognizing that much can still be done to assist students in their progression efforts, the 2012 Student Persistence and Completion Task Force has identified the following tasks to be addressed by 2015 in the area of progression:

Primary Actions

- Support professional and staff development;
- Identify and implement strategies for quality learning outcomes through the following statewide efforts: Degree Qualifications Profile, Achieving the Dream, Foundations of Excellence and Common Core implementation; and
- Create streamlined certificates and degrees that assist students to reach career goals (fewer options and accelerated paths to success).

Continuing Actions

- Ensure that learning environments are relevant and highly engaging;
- Recognize and support the impact that quality preparation has on quality progression;
- Continue discussions and partnership with the Oregon University System (OUS) regarding four-year transfers and reverse transfers;
- Mandate Student Success Courses; and
- Increase efforts surrounding student financial aid literacy

Completion

Oregon community colleges acknowledge the growing focus on completion at both the state and national level. While they strive to raise completion rates through the completion of degrees and certificates, they must work to preserve access and close achievement gaps. As colleges work to find a balance between these often competing areas, by 2015 colleges must also strive to:

Primary Actions

- Increase the practice of automatically awarding degrees students have earned;
- Formalize a culture of completion and student success (i.e. mandatory academic plan requirement for registration, use of data and information colleges know about their students); and
- Create a broader literacy focus to include a focus on civic leadership and engagement.

Continuing Actions

- Provide students and staff with tools to support the pathway to completion and success in their next step completion;
- Implement systems to increase opportunities for students to gain financial literacy skills to fuel their completion goals;
- Continue engagement in Reverse Transfer; and

- Continue focus on *Articulation and Degree Partnerships*.

Oregon community colleges are on the road to meeting this call to action. With continued commitment and a focused and coordinated effort, they stand ready to assist students in their movement along the postsecondary educational continuum.

Introduction

The focus of Oregon community colleges on intentional efforts to enhance student academic progression, student development, and improving success rates of Oregon community college students is reflected in the *2010-13 Strategic Agenda for Student Persistence and Completion in Oregon's Community Colleges*. Past work and research shows what we **can** do. *The Oregon Community Colleges Preparation, Progression and Completion Plan for 2013-15* builds upon the learning and progress from the previous plan and transitions to a changing educational environment. Oregon's community colleges are committing to what we **must** do to meet student and societal needs in the future. The colleges are united in their mission of partnering to ensure student success. The value of student success goes beyond meeting individual educational goals; it ensures the civic benefits of an educated citizenry and economic growth and development. "It is no exaggeration to say that if community colleges did not exist, Americans would have to find other ways to educate most of the men and women who put out fires, fight crime, expand small firms, and care for the sick and elderly. They would also have to find other (probably more expensive) ways to introduce many immigrants, minority Americans, and foreign students to the benefits of higher education. America, as we know it, is inconceivable without the contributions of these institutions." (National Commission on Community Colleges)

During the 2012 Virginia Chancellor's Planning Retreat, U.S. Under Secretary of Education Martha Kanter stated, "Our biggest battle is the status quo." Oregon community colleges are not accepting the status quo. The greatest risk for our students, for our institutions themselves, and for our nation would be a failure to change, to experiment, to innovate. The 2013-2015 Plan is about this change. It is a focused, research driven, values-based, and practical guide for action for the next two years. The Plan demonstrates our responsibility and accountability for effective utilization of limited resources—neither they (students, business, etc.) nor we (community colleges) have extra time or money.

The 2010-13 Strategic Agenda for Student Persistence and Completion in Oregon's Community Colleges identified Essential Values that are core to student success. We reaffirm those Essential Values:

- Students have the right to succeed—not the freedom to fail.
- Learning is the CENTER for all of us.
- Honor the intent of the student's goal—engage to expose students to the horizons of learning for a lifetime.

Community colleges are passionate about student learning and all of the 17 campuses are dedicated to assisting each student to develop their skills and achieve their dreams. Community colleges are responsive to the communities they serve. However, the challenge for increased success rates rises from more than a local community perspective. There are calls for increased success from foundations (Gates, Lumina, Carnegie, etc.), national associations (American Association of Community Colleges [AACC], Association of American Colleges & Universities [AAC&U], National Governors Association [NGA], Education Commission of the States [ECS], Institute for Higher Education Policy [IHEP], etc.) and national and state governments.

The 2012 AACC report, “Reclaiming the America Dream,” challenges colleges to change their perceived institutional characteristics. Some of the challenges mentioned in the report include:

From...	To
a focus on student access...	a focus on access and student success
fragmented course-taking...	clear, coherent educational pathways
low rates of student success...	high rates of student success
tolerance of achievement gaps...	a commitment to eradicating achievement gaps
a culture of anecdote...	a “culture of evidence”
individual faculty prerogative...	collective responsibility for student success
a culture of isolation...	a culture of collaboration
information infrastructure as management support...	information infrastructure as learning analytics
funding tied to enrollment...	funding tied to enrollment, institutional performance, and student success

Oregon’s community college leadership knows that success of community colleges cannot be measured only by the completion of degrees and certificates. We must also acknowledge individual progression at key transitions points throughout higher education, into employment, and into society. We focus on proven best practices and strategies that support progression and acknowledge key student milestones that promote momentum toward goal attainment. A robust strategy has a strong core of collaboratively evaluating progress toward our shared goals including: timely and valid monitoring of authentic, research-based student milestone and momentum points; creative, systematic and vibrant communication of findings to key groups across the state (Council of Instructional Administrators [CIA], Council of Student Services Administrators [CSSA], Oregon Community College Council of Institutional Researchers [OCCIR], Oregon Council for Adult Basic Skills Development [OCABSD], Pathways Alliance, Career and Technical Education [CTE] and Oregon Presidents Council [OPC]); and, rich discussions about the implications of these findings for the instructional, student services, policy, and research environments at each of our colleges and statewide. This next generation strategy must commit to building our capacity to tell a more holistic and informative accounting of our students’ experiences related to their preparation, persistence and success journey. This combination of improved data, communication and utilization translates into mission fulfillment for our institutions as well as demonstrated accountability to advancing the spirit of the Achievement Compacts and other accountabilities.

This Plan is a call to Oregon community colleges for the next level of action in increasing student success. It compels us to move forward under the unexpectedly difficult circumstances in which we find ourselves and to use the movement and growth over the past two years as a foundation for intentional next steps. This is our challenge; and community colleges, the most versatile, responsive, and student-focused segment of our educational enterprise, can meet this challenge. Each local college and statewide group must follow through on our commitment to student success.

The Plan works seamlessly with, and makes visible, essential interdependencies with partners whose engagement is required to attain Oregon’s educational goals. The Plan aligns with the colleges’ accreditation work and Achievement Compacts, but most of all, research-based practices to increase student progress and achievement. This Plan not only highlights the community college role, but also the roles of critical partnerships with the K-12 system, universities, business and industry, and other local partners in meeting society’s educational needs.

The Framework for Success

The Oregon Student and Institutional Success Task Force formed by Oregon HB3418 during the 2011 legislative session identified five “elements for success” in postsecondary education:

The Road Map to Success—Five Elements for Success

1. Pre-Matriculation Success—K-12 partnerships with postsecondary institutions to promote a college-going culture with commitments to life-long learning, dual credit options, and preparation for post-secondary learning.
2. Planning for Success—Assessments, placements, orientation, academic goal setting, and planning and registration before classes begin.
3. Initiating Success—First year experiences, student success courses, creating learning communities and accelerated or fast track developmental education.
4. Sustaining Success—class attendance, alerts and interventions, experiential learning, tutoring, supplemental instruction, and support for faculty development in effective learning strategies.
5. Academic/Classroom Success—first-year seminars, learning communities, writing-intensive courses, common intellectual experiences, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning and community-based learning, internships, capstone courses and projects, and effective documentation and assessments of prior learning experiences.

Background on Promising Practices

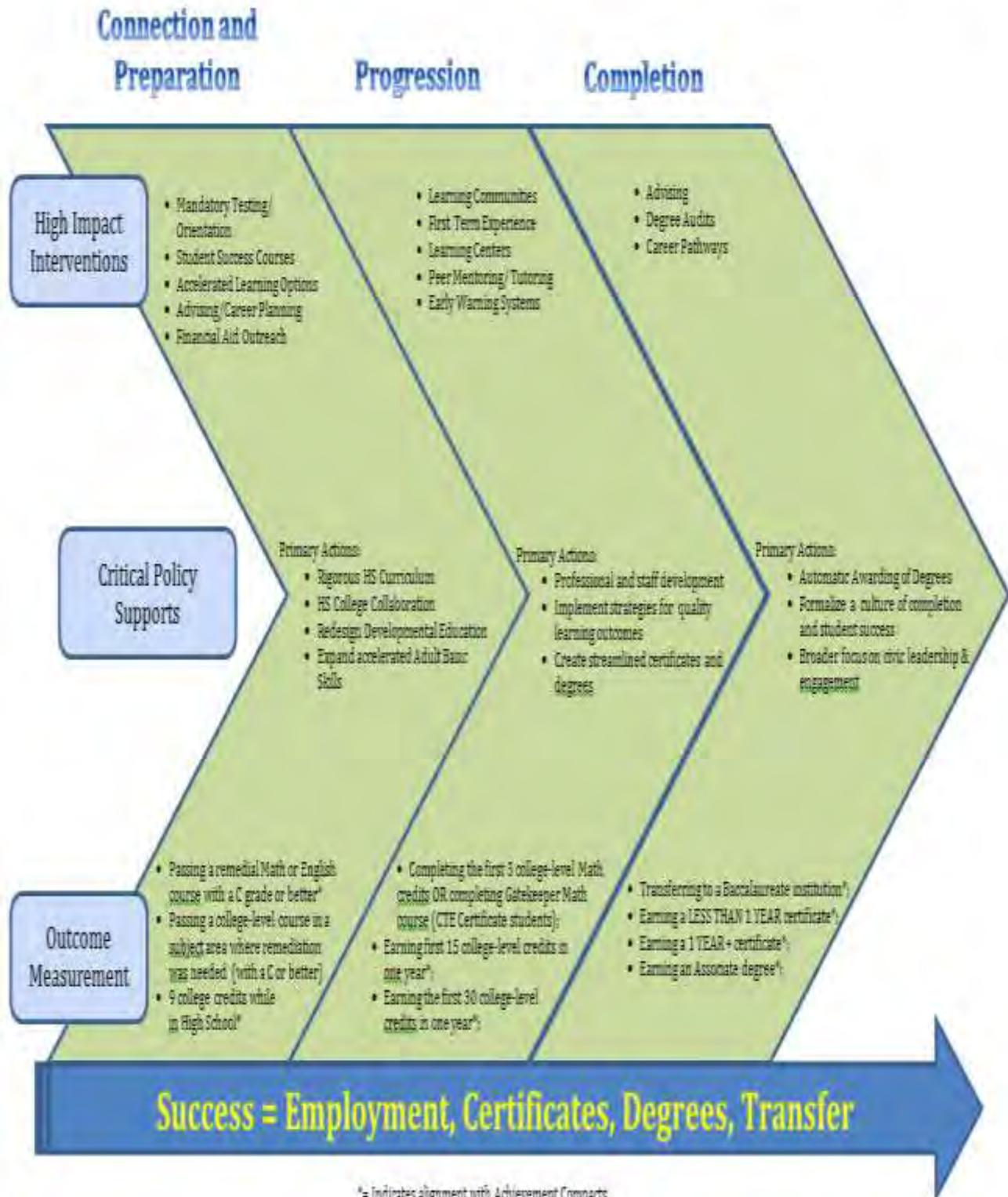
At the state and national levels, there are multiple sources for the identification of promising practices for student success. The Student Persistence and Completion Task Force (SPCTF) recognizes that a one-size-fits-all approach will not work for all students. There are, however, practices that increase the likelihood of student success:

- The implementation of promising practices is vital to the implementation of this Plan; and
- Improved data collection, data definitions, data analysis and communication will consistently assist colleges to improve learning strategies and outcomes, and to develop a culture of excellence based on evidence.

The Oregon 27 Best Practices (Oregon BP) for Student Success guided Oregon community colleges in the journey toward creating a culture of evidence. Recognizing that all promising practices support the importance of building on national work regarding student success and best practices, an alignment of the Promising Practices, Oregon’s 27 Best Practices and the Community College Survey of Student Engagement (CCSSE) was completed. This alignment can be found in Appendix D.

The Oregon Community College Preparation, Progression and Completion Strategic Plan for 2013-15, calls for a targeted focus on student connection/preparation and progression strategies which lead to completion. Underlying the student’s journey is success.

The 2013-15 Oregon Community College Student Connection and Preparation, Progression and Completion Strategy



Why is connection to and preparation of Oregon's community college students important?

Community colleges must be diverse and responsive to student needs as they prepare students for college-level coursework. Students who are not ready to enter into the postsecondary education continuum come from a variety of places and backgrounds. Preparation of students refers to the services and course offerings that are necessary to assist students in getting ready for college-level academics and experiences.

Connecting with students who are preparing for entry into college-level courses is imperative in meeting Oregon's goal of 40-40-20. This goal is laid out in SB 253 that was approved by the Oregon State Legislature in 2011. The bill calls for 40 percent of adult Oregonians to have earned a bachelor's degree or higher; an additional 40 percent of adult Oregonians to have earned an associate's degree or post-secondary credential, and the remaining 20 percent of adult Oregonians to have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment by the year 2025.

To have successful high school connections, Oregon community colleges continue to build and foster partnerships with high schools. The partnerships build on the high impact practices that help students to succeed in transition to postsecondary education. These practices include but are not limited to summer bridge programs, early college opportunities, mandatory orientation, student success courses, integrated developmental education, and intrusive advising.

To make those practices successful, critical policy supports must be in place. Currently, Oregon community colleges, higher education and K-12 are working on alignment for Common Core State Standards that should result in a rigorous high school curriculum with a common assessment that results in students being college and career ready. Other areas under consideration and used in some places throughout the state include sharing mandatory assessments and placements used at community colleges. Colleges and high schools are working together to increase dual credit and accelerated learning options.

The acceleration of students through Adult Basic Skills and developmental education programs with smooth transitions into college-level courses lays the foundation for continued student progression to personal and career goal completion. U.S. Under Secretary of Education Martha Kanter stated, "I think the challenge is this: How do you account for the different programs and services these students are going to need? We have such tremendous diversity of students coming into higher education and the community colleges. So many of these students would not have thought of themselves as college material. You're helping them to understand what it is to be a student in this country—and what it is to be an American, quite frankly."

Individuals come to Oregon's community colleges as they transition from high school, after completing a General Educational Development (GED) certificate, or to fulfill career goals. Community colleges also assist learners to develop English language skills, adult basic skills or higher-level developmental education skills in order to be prepared to successfully transition to postsecondary credit classes at the community college or four-year institution. Some are high school graduates whose college placement tests do not indicate they will be successful in college classes

without additional preparation in reading, writing and math skills. Students come to Oregon's community colleges with different preparation backgrounds and many need additional learning to be college-ready.

It is estimated that nearly 60 percent of students enrolling in community college must take remedial classes to build their basic academic skills. For low-income students and students of color, the figure topped 90 percent at some colleges. Though remedial classes cost taxpayers more than \$2 billion a year, many of these students do not complete remedial classes or continue on to graduate. (ATD research for DEI 2010)

In an environment of shrinking resources, now is the time for colleges to rethink their educational practices and develop those practices that work for all students. Thus, it is imperative that Oregon joins national and local efforts to redesign developmental education this year.

What is Oregon doing to connect with and prepare students for success in college-level course work?

To strengthen the efforts to support underprepared students for entry into college-level courses, several statewide initiatives have been implemented within Oregon. These initiatives include but are not limited to: Complete College America; Foundations of Excellence; Oregon Career Pathways Initiative, accelerated and contextualized instruction for ABS students, Credentials, Acceleration and Support for Employment (CASE) Grant; CTE Programs of Study; and the Common Core State Standards. Local initiatives include Early College, Middle College, bridge programs, and career technical bridges. Oregon community colleges assist students with more than overcoming academic barriers. They provide supports and services to students who experience socio-economic barriers, which make these students at risk of being underprepared for entry into postsecondary education.

Leadership and policy conversations have begun at the state level bringing together Career and Technical Education Leaders, ABS Directors, Pathways Alliance and workforce partners to discuss data element refinement, the Achievement Compacts and promising practices. Conversations are ongoing regarding improved learning assessment and student placement. In addition, recent legislation has brought focus to the importance of credit for prior learning, and the policies and practices surrounding its implementation.

K-12 partnerships with community colleges through dual credit options give students a jump start into postsecondary education. Students earn college credit while in high school through a variety of Accelerated College Credit options, including articulated college courses taught at the high schools and Expanded Options concurrent enrollment on college campuses. Students who graduate from high school with college credits enter postsecondary programs already progressing toward their completion goals.

What more should we do to connect and prepare Oregon's students for success?

While much is being done at Oregon community colleges to assist students in making the transition from pre-college to college-level course work, there is much left to do. Time is of the essence in addressing the next steps in preparing students for college-level course work. With shrinking resources, doing business as usual is no longer an option. Oregon's community colleges must rethink the way we prepare students to meet the increasing demand for a college-level educated workforce. To ensure Oregon community colleges are responsive to this changing need in the next two years, they must undertake the following:

- Foster development of an aligned, rigorous high school curriculum to meet the demands of college readiness;
- Build on local initiatives that improve high school to college ready. Oregon’s accelerated learning options include dual credit, Eastern Promise, middle/early colleges, CTE Programs of Study (2+2), and bridge programs;
- Redesign Developmental Education curriculum and delivery modalities, by the end of 2015, to improve student transition to career and college success. The redesign must be evidence based and built on promising practice;
- Expand accelerated, contextualized Adult Basic Skills instruction to successfully prepare adults for postsecondary education and employment;
- Continued support of ABS Learning Standards to full implementation; and
- Continue the partnership and work with K-12 in the alignment of the Common Core State Standards and CTE Programs of Study.

How can we measure our success in the connection and preparation of students?

The Oregon Community College Student Success Indicators include milestones and momentum points along a student’s journey to success. These indicators have been embraced by Oregon’s community college leadership as a way to articulate the transitions of Oregon’s students as they move along the postsecondary education continuum. Some of the indicators align with the Oregon Community College Achievement Compacts and others tell a more holistic story of the many ways students achieve success. The following are those indicators that signify success as we prepare students for entrance into college-level coursework:

- Percent of Oregon high school graduates enrolled at Oregon community colleges who earn 30 or more credits within 2 years of high school graduation
- Pre and Post test score gains on a standard Comprehensive Accountability Student Assessment System (CASAS) test*
- Passed one or more GED subtests*
- Attained a GED or high school diploma*
- Completing two college-level or postsecondary remedial courses (six credits) by spring of the following year – students with postsecondary goal only*
- Passing a remedial math or English course with a C grade or better*
- Passing a college-level course in a subject area where remediation was needed (with a C or better)
- 9 Credits of college while in high school*

* Aligns with Oregon Community College Achievement Compacts

In addition, the Oregon Community College Achievement Compacts focus on students making connections to and from Oregon community colleges. These connections include those students who are enrolled in Oregon high schools and community colleges concurrently. The connection is measured by the number of students who are participating in dual credit courses.

Why is the progression of Oregon's community college students important?

Progression refers to the advancement of a student in the postsecondary education continuum as they are advancing toward meeting their personal goals. Those goals might be completion of a degree or certificate or taking a few courses in order to skill-up and retain their employment. Whatever the desired goal, progression refers to the continued movement toward that goal.

Helping students progress along the postsecondary education continuum is a vital component of the community colleges' role in Oregon's economy and societal wellness. In *Completing College: Rethinking Institutional Actions*, Vincent Tinto writes: "in admitting a student, a college enters into a contract—indeed, takes on a moral obligation to establish conditions on the campus and in the classroom that enhance the likelihood that students who are willing to expend the effort will succeed." Oregon community colleges must continue to embrace this obligation to the student and society.

Progression of students through Oregon's college system is visible through the attainment of key intermediate points of achievement while on the road to acquiring more traditionally recognized degrees and certificates. Progression requires advancement in pursuit of a goal while juggling the many forces working both for and against student progress, many of which are outside the locus of control for the student. These forces may inspire persistence but can also quickly turn into barriers of progress. Progression speaks to the student's journey in juggling these drivers while still moving along the road to attainment of learning milestones.

As students juggle the competing stresses of work, family and lifelong learning; colleges, too, must find ways to adapt and be responsive to increased and ever changing demands. Resources in every manner—human, time, and fiscal—are strained with no new funding in sight. The learning environment is expanding from the traditional classroom to a world of mobile devices and digital delivery. Accountability and outcomes remain in the forefront of stakeholders and policymakers. Yet Oregon community colleges are committed to assisting students in their progression to their educational goals and remain invested in the future of their students and the state.

What is Oregon doing to help students progress in the postsecondary education continuum?

Implementation of multiple best practices has been undertaken by Oregon community colleges to support students in their journey to success. These efforts include but are not limited to First Term/First Year Experiences, Foundations of Excellence, participation in the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE), and Career Pathway Certificates. Oregon community colleges are committed to increased data collection and analysis for evidence-based decision making to continue to improve the best practices implementation. Continued focus on supports to students, that assist them in overcoming the barriers to success, is imperative to meeting the call for higher student success and completion rates.

Career Pathway Certificates of Completion (CPCC) and Less Than One Year Certificates (LTOY) are milestones and momentum points to a degree and employment. Since their approval by the State Board of Education in July 2007, more than 5,000 Oregonians have been awarded CPCCs/LTOYs.

What more should we do to assist Oregon student progression efforts?

Oregon's educational attainment goal of 40 percent of Oregonians with an associate's degree or postsecondary credential by the year 2025 and the recent institution of Achievement Compacts highlight the vital role of Oregon's community colleges in the education continuum and also as key partners for economic growth in Oregon. As key partners with the Oregon University System, community colleges assist students to obtain the first two years of undergraduate studies. Helping students progress toward obtaining their personal and professional goals is the heartbeat of Oregon's community colleges. Ongoing collaboration with education and workforce partners to increase clear academic/workforce transitions for students is vital in meeting economic and workforce goals.

Successful student progression is dependent upon the evaluation of current practices for effectiveness and upon students who are prepared to progress through college-level work. The SPCTF identified critical areas of focus to address progression within the next two years:

- Support professional and staff development;
- Identify and implement strategies for quality learning outcomes through the following statewide efforts: Degree Qualifications Profile, Achieving the Dream, Foundations of Excellence, and Common Core implementation;
- Create streamlined certificates and degrees that assist students to reach their career goals (fewer options and accelerated paths to success);
- Ensure that learning environments are relevant and highly engaging;
- Recognize and support the impact that quality preparation has on quality progression;
- Continue discussions and partnership with OUS regarding 4-year transfers and reverse transfers;
- Mandate student success courses; and
- Increase efforts surrounding student financial aid literacy

How can we measure our success in student progression?

The Oregon Community College Student Success Indicators include milestones and momentum points along a student's journey to success. These indicators have been embraced by Oregon's community college leadership as a way to articulate the transitions of Oregon's students as they move along the postsecondary education continuum. Some of these indicators align with the Oregon Community College Achievement Compacts and others tell a more holistic story of the many ways students achieve success. The following are those indicators that signify success as we assist students in their progression to success:

- Completing two college-level or postsecondary remedial courses (six credits) by spring of following year—students with postsecondary goal only*;
- Passing a college-level course in subject area where remediation was needed (with a C or better);
- Completing the first 3 college-level math credits OR completing Gatekeeper Math course (Lower Division Collegiate [LDC] students: Math 100 or above);
- Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (Career and Technical Education [CTE] Associate degree students: Math 70 or above);

- Completing the first 3 college-level math credits OR completing Gatekeeper Math course (CTE Certificate students);
- Earning first 15 college-level credits in one year*;
- Earning the first 30 college-level credits in one year*;
- Transferring to a Baccalaureate institution*;
- Earning a LESS THAN 1 YEAR certificate*;
- Earning a 1 YEAR + certificate*;
- Earning an associate's degree*

* Aligns with Oregon Community College Achievement Compacts

Why is Oregon community college student completion important?

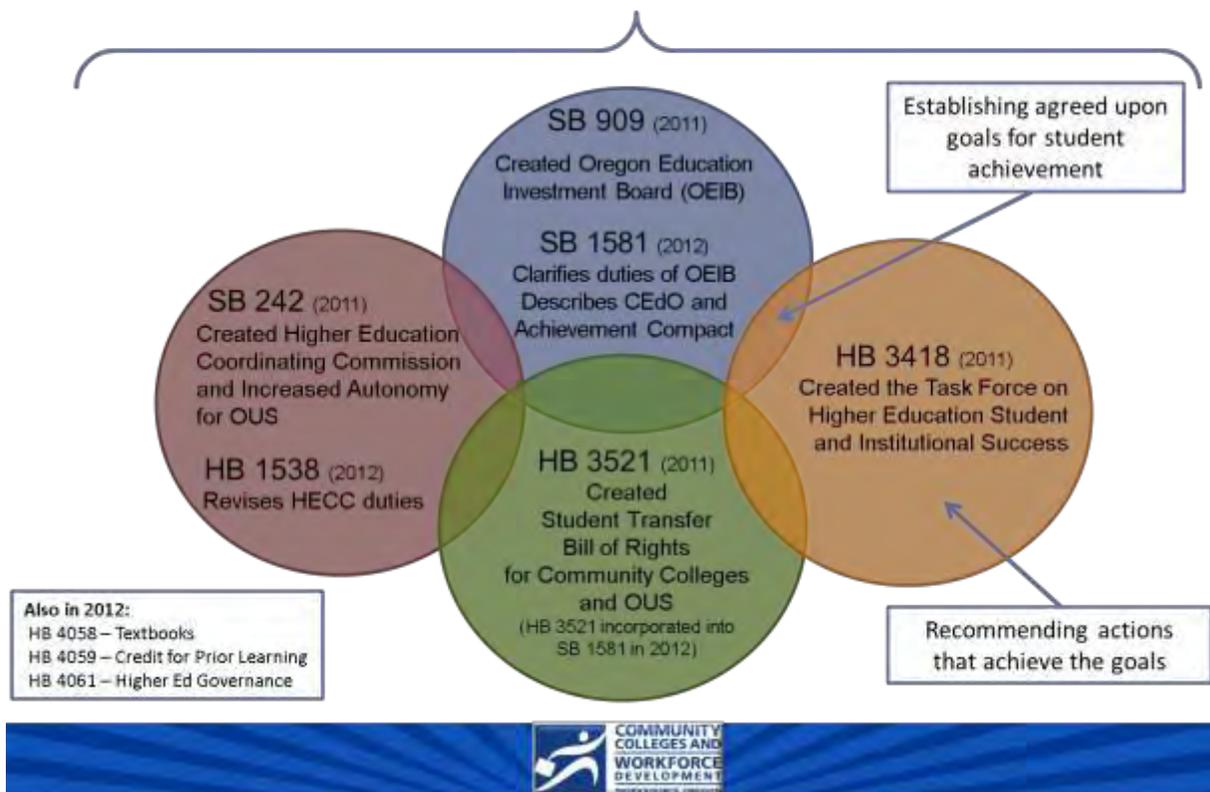
Completion refers to students achieving their postsecondary goals. Completion centers on the end goals of the student: earning an associate's degree or certificate, securing gainful employment that leads to self-sufficiency, personal enrichment, civic responsibility, technical skills attainment, career pathways and/or transfer to a four-year institution.

Developing a culture of completion at the community college level, which is supported by established best practices, means much more than just helping a student succeed. It means improving skills, creating opportunities for meaningful and productive employment, and advancing economic growth for our community and the nation as a whole. A student who has accomplished milestones along the path of their educational career becomes a lifelong learner and supports democracy in every phase of living.

Over the last few years, Oregon has passed several laws in support of reaching Oregon's 40-40-20 goals. While relying on one another to create a seamless approach to P-20 education, these laws work to identify roles and responsibilities for students, institutions, governing boards, and agencies. At the heart of these laws lies student completion.

Legislative Context

SB 253: 40-40-20 Goal



What are we doing to support Oregon students in completing their goals?

With the increased focus on completion at both the national and state levels, Oregon has been a leader in developing and implementing innovative practices. From participation in the Degree Qualifications Profile, Reverse Transfer and WIN-WIN to Career Pathways Certificates and Roadmaps and the National Career Readiness Certificate, Oregon continues to use new and innovative ways to move students along the education continuum to completion. The recent \$18.6 million dollar grant, awarded to the Credentials, Acceleration, and Support for Employment (CASE) 17 college consortium, is another example of this innovation. The CASE grant supports a focus on three strategies including the development and enhancement of Career Pathway Certificate programs, the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion.

Employers and industry support completion in a variety of ways. One example is the CASE grant focus on employment following completion of training, emphasizing the importance of employers in preparing students for the workplace. Employer engagement with strategies such as industry tours, internships, and cooperative work experience give students a better understanding of the skills needed for success in their fields of study. These work-based activities for students make stronger connections to employer workforce needs leading to more job opportunities for completers. In addition, CTE advisory committees provide critical review of curriculum and identify current skills needed for employment in the workforce.

What more should we do to assist Oregon's students in completion?

In order to reach Oregon's educational attainment goal of 40 percent of Oregonians with an associate's degree or postsecondary credential by the year 2025, Oregon community colleges must rise to the call of increased completion rates. Steps that must be taken in the next two years to reach this call to action include:

- Increase the practice of automatically awarding degree students have earned;
- Formalize a culture of completion and student success (i.e. mandatory academic plan requirement for registration, use of data and information we know about our students);
- Create a broader literacy focus for 2013-15 biennium to include a focus on civic leadership and engagement;
- Provide students and staff with tools to support the pathway to completion and success in their next step completion;
- Implement systems to increase opportunities for students to gain financial aid literacy skills to fuel their completion goals;
- Continue engagement in Reverse Transfer; and
- Continue focus on articulation and degree partnerships

How can we measure our success in student completion?

In the past, a measurement of successful completion included items that could be concretely defined and measured such as earning a degree or certificate. The sole use of these discretely outlined measurements is no longer sufficient for capturing successful completions of our community college students, many of whom may achieve more than one goal. While it is true that many of our students

seek to earn a degree or certificate, for many others the first successful completion may mean earning a GED. For others, the goal may be to take one or two courses needed for a promotion, obtain information for personal enrichment, or to brush up on skills to retain employment. The challenge lies with us to ensure that the measurements used to gauge successful completion accurately reflect the varied and complex goals of our students.

What makes a student successful cannot be measured by a “one-size fits all” approach. Students today come to community colleges with a wide range of goals and intentions. As Oregon’s community colleges rise to answer the call of completion, they must not lose sight of those students for whom success is measured by keeping their job, getting a promotion or simply learning how to better take care of themselves or manage a new health diagnosis. These personal goals are what help Oregon community college students rise to the call of being life-long learners and positive contributors to society as a whole.

Summary

By assisting students in preparing, progressing in and completing their goals, Oregon community colleges stand ready to meet the education needs of our society. When addressing the area of preparation, Oregon is committed to the redesign of developmental education. This redesign will include pathways that accelerate students’ progress toward successful college-level work and incorporate design principles emerging from community college research that focus on acceleration, contextualization, collaborative learning, and integrated student and academic support for students.

As colleges look to help students progress, Oregon is committed to identifying and implementing strategies for quality outcomes via the Degree Qualifications Profile and Common Core implementation. This will include ensuring that learning environments are relevant and highly engaging with high impact, evidence-based educational practices. Oregon community colleges will bring best practice to scale and rigorously evaluate the effectiveness of programs and services for students. Oregon community colleges are committed to providing professional development. This effort aligns with the AACC call for colleges to ensure that credentials represent real knowledge and skills by implementing the Degree Qualifications Profile as a framework for learning outcomes assessment and quality assurance in community colleges.

Oregon community colleges are on the road to meeting this call to action. With the continued commitment of focused and coordinated effort, they stand ready to assist students in their movement along the postsecondary education continuum.

Appendix A:

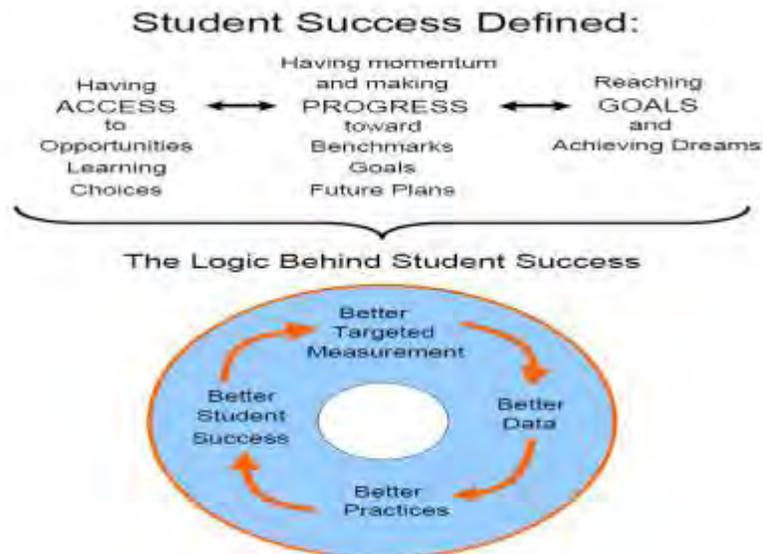
2012 Oregon Community College Student Persistence and Completion Task Force Members

Name	Representing
Peter Angstadt	Oregon Presidents Council
Connie Green	Oregon Presidents Council
Johnny Mack	Council of Instructional Administrators
Elizabeth Lundy	Council of Instructional Administrators
Don McNair	Council of Instructional Administrators
Jim Eustrom	Council of Student Services Administrators
Helen Garrett	Council of Student Services Administrators
BJ Nicoletti	Oregon Community College Council of Institutional Researchers
Dan Yoder	Oregon Community College Council of Institutional Researchers
Debbie Hagan	Oregon Pathways Alliance
Laurie Rydell	Oregon Council of Adult Basic Skills Directors
Dan Koopman	Career and Technical Education Leaders
Elizabeth Cox Brand	Oregon Department of Community Colleges and Workforce Development
Donna Lewelling	Oregon Department of Community Colleges and Workforce Development

Appendix B:

Background Information

The Oregon Community Colleges Student Success Plan, *Measure What You Treasure*, adopted in 2008, guides the *intentional* efforts of the colleges to improve and enhance academic experiences and success rates of Oregon’s community college students. Each year the work plan is updated using the original logic model behind student success to articulate the specific activities scheduled for each phase of the plan.

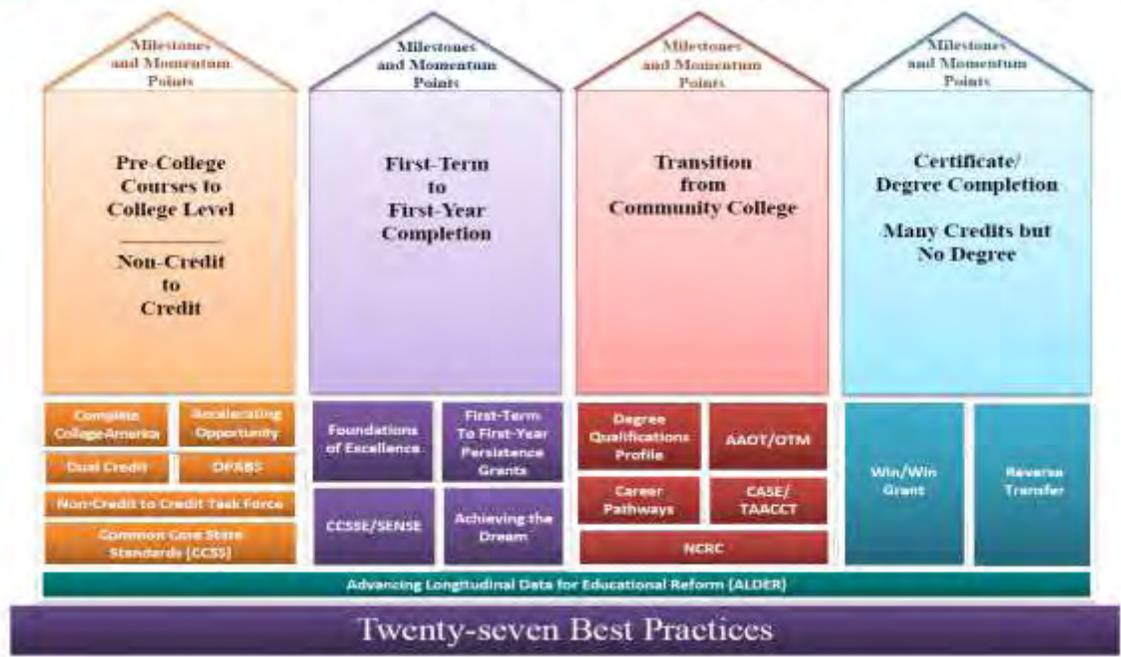


Measure What You Treasure identified a culture of evidence as one in which data is used to identify the gaps to implementing practices that improve progression and completion. Oregon’s commitment to create a culture of evidence—to *measure, to learn and to adapt*—to maximize student success has continued to energize and inform the efforts of college leaders, CCWD and the State Board of Education to understand the forces that influence student success, to identify best practices and to take intentional action to support and enhance student success. Utilizing national research, resources and data, Oregon defined a roadmap of Milestones and Momentum Points (Appendix B) and 27 Best Practices (Appendix C) for student success. This work provides the foundation for succeeding phases of the Student Success Initiative and the Persistence and Completion Plan.

The Student Persistence and Completion Taskforce began its work in 2010 within this framework of evidence by reviewing national, state and local research and a discussion of critical factors impacting student success based on the collective expertise of the Taskforce members. The Taskforce was charged with identifying transition points that students often fail to persist through to the completion of degrees or certificates; to identify strategies that will complement and enhance current efforts of the 17 community colleges; and to provide a resource from which an individual college can select strategies or a statewide consortia effort can use to hone a collaborative initiative. The *2010-13 Strategic Agenda for Student Persistence and Completion in Oregon’s Community Colleges*, developed by the Taskforce, identified the priority transition points and strategies that CCWD, individual colleges or a consortia of colleges to seek funding to implement, through grants, partnerships or other strategic investments. The work of the Taskforce led to the successful application and obtainment of several statewide grants and the investment in several statewide initiatives. Each is targeted to one or more of the identified transition points.



Student Persistence and Completion Strategy



The Taskforce was reconvened in 2012 to examine the 2010-13 Plan and to review feedback received from college representatives regarding the following questions:

- When you think where colleges are today and where we need to be in five years, are these four transitions the most critical? Do we need to add or delete a transition?
- In light of the Achievement Compact environment that is evolving, how should/should not the “revised plan” address Achievement Compacts?
- In light of the recent reports “*Reclaiming the American Dream; Community Colleges and the Nation’s Future*” & “*A Matter of Degrees; Promising Practices for Community College Student Success*” are there specific high impact practices that we want to intentionally review/include/pilot in the next iteration of the Persistence and Completion Plan?
- It has been suggested by some that the Persistence & Completion Plan update needs to be more targeted. If you agree, how would you target this so all 17 community colleges would find value for their students? If you do not agree to more targeted, what would you recommend as improvements to increase the value to student persistence at all of the 17 community colleges?

The feedback received included the suggestion to condense the number of transition points, connect the Plan to the work of the Oregon Education Investment Board, the Higher Education Coordinating Commission and the goals of Chief Education Officer, Rudy Crew. *The 2013-15 Student Persistence and Completion Plan* was developed as a call to action to meet the increasing focus on completion.

Appendix C

Student Success Indicators Grid - Baseline and Year 1 Data								
	Momentum Points							
	Milestones	CELL PERCENTS BY STUDENT GROUP						
		STUDENT GROUPS						
	Milestone/Momentum Point	ABE (includes GED/AHSD)	ESL	Post- secondary Remedial	Lower Division Collegiat	Career Technical Education	Lifelong Learning	All
A	ACCESS/Retention for Oregon High School Graduates: Percent of Oregon high school graduates enrolled for credit at Oregon community colleges who earn 30 or more credits within 2 years of high school graduation							
MP1A,B	Pre and Post test score gains on a standard CASAS test							
MP2	Passed one or more GED subtests							
MS3A,B	Attained a GED or high school diploma							
MS4A,B	Completing two college-level or Post-secondary Remedial courses (six credits) by spring of following year - students with Post-secondary goal only							
MP5D	Passing a remedial Math or English course with a C grade or better							
MS6D, MP6E,F	Passing a College-level course in subject area where remediation was needed (with C or better)							
MP7E	Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (LDC students: Mth 100 or above)							
	Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (CTE AAS Students: Mth 70 or above)							
MP7F	Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (CTE Certificate students: Mth 20 or above)							
MP8E,F	EVER earning first 15 college-level credits							
MP9E,F	Earning first 15 college-level credits in one year							
MP10E,F	EVER Earning first 30 college-level credits							
MP11E,F	Earning the first 30 college-level credits in one year							
MS12F	Earning a LESS THAN 1 YEAR certificate							
MS13F	Earning a 1 YEAR + certificate							
MS14E,F	Earning an Associate degree this year							
MS15E,F	Transferring to a Baccalaureate institution (by Fall term 2009 for 0708 students)							
MS16E,F	EVER earning a college credential or transferring to a Baccalaureate institution							

Appendix D

Further Refined Alignment of Promising Practices with Oregon Community College 27 Best Practices

Oregon Community College 27 Best Practices	Noel - Levitz	AAC&U	SENSE
<p>1. A. Learning Communities/Cohort Groups Examples: (1) classes designed for a cohort group in order to build supportive relationships within a particular program; (2) two or more classes linked by major or content, and planned collaboratively.</p>	Programs designed for at-risk students	Learning Communities & Academies	Initiating Success: Learning Community
<p>1. B. First Term or First Year Experience Expanded orientation, or courses on college success offered throughout the first year.</p>	Programs designed specifically for first-year students	Intensive First Year Experiences	Initiating Success: First-Year Experience
<p>1. C. Embedding Study Skills in Specific Courses (?) Study skills (note taking skills, test taking techniques, etc.) are integrated into classes, particularly those that have lower success rates.</p>			
<p>1. D. Curricular Innovations/Faculty Development Faculty are supported in designing curricular initiatives that increase student engagement and persistence. Faculty are encouraged to engage in professional development related to student retention.</p>			
<p>1. E. Career Pathways (?) Career Pathways learning options are offered in an intensive, short-term format (3 or 6 months); they provide assistance and tools needed to make a successful career transition into the job market, and clear maps for returning for additional learning.</p>			
<p>2. A. Learning Centers (?) Tutoring, writing/reading/math assistance, supplemental instruction, or learning activities are offered in a designated area, and/or online.</p>	Academic Support program or services		Sustaining Success: Supplemental Instruction
<p>2. B. Early Warning Systems A system of monitoring academic performance, proactively making contact with students in academic difficulty, and offering assistance through a variety of support services</p>			Sustaining Success: Alert & Intervention
<p>2. C. Mandatory Assessment and Basic Skills Prerequisites Placement testing is required in reading, writing, and math for all entering degree-seeking students. Students must meet prerequisites for lower division collegiate transfer courses meeting a general education, distribution area obligation for AS, AAOT, AGS, or AAS degrees.</p>		Early assessments and feedback	Planning for Success: Assessment and Placement
<p>2. D. Summer Bridge Programs Proactive assistance preceding the beginning of the school year (e.g., summer orientations, college success courses, brush-up workshops, group advising, community-building events, etc.); especially for “at risk” students.</p>		Bridging Programs and Integrated Development Programs	Initiating Success: Student Success Course

Oregon Community College 27 Best Practices	Noel - Levitz	AAC&U	SENSE
<p>2. E. Developmental Programs Developmental programs for students who need additional skill development. Examples: supplemental instruction, tutoring, intensive math preparation, developmental courses in math, writing, reading, writing workshops, ESL courses, study skills sessions, etc.</p>			Initiating Success: Accelerated or Fast-Track Dev. Ed
<p>3. A. Mandatory Orientation/Special Workshops for New Students All new degree-seeking students are required to attend an orientation to the college. Special workshops are offered on library and technology usage, computer skills, etc.</p>			Planning for Success: Orientation
<p>3. B. Mandatory Advising/ Degree Planning All new degree-seeking students are required to see an advisor to help them select courses, develop a plan for completing degrees or certificates, and/or a plan for transferring to another institution.</p>		Intensive Mentoring & Proactive Advising	Planning for Success: Academic Goal Setting and Placement
<p>3. C. One Stop Enrollment Services Enrollment services are located together, so that students can easily access enrollment services at entry. It generally is supported through cross-training.</p>			Planning for Success: Registration before Classes Begin
<p>3. D. Peer Mentoring/Tutoring/Advising (?) Students are selected, trained and monitored as they take an active part in helping their peers succeed and persist.</p>		Intensive Mentoring & Proactive Advising	Sustaining Success: Tutoring
<p>3. E. Counseling and Support Groups Career counseling, personal counseling and referral, support groups, and personal development classes are offered by counselors</p>			
<p>3. F. Career Exploration/Student Employment Services Student access to career counseling, introductory courses or orientations to career/technical programs, and student employment services that assist with job hunting while they are enrolled</p>			Sustaining Success: Experiential Learning beyond the classroom.
<p>3. G. Calling Campaigns; Person-to-Person Contact A system for contacting students by phone, email, or other means, in order to support their ongoing enrollment, use of campus resources, academic good standing, and success.</p>			Sustaining Success: Alert & Intervention
<p>3. H. Financial Aid Outreach Student access to financial aid application assistance through workshops, special events, or individualized assistance; workshops or classes on scholarship applications are offered; proactive strategies are in place to inform students about financial aid resources, eligibility requirements, and materials needed to complete their files.</p>			

Oregon Community College 27 Best Practices	Noel - Levitz	AAC&U	SENSE
<p>4. A. Relationship-building Activities Programs that foster positive student relationships with faculty, advisors, staff members, and peers; building a sense of belongingness, motivation, and purpose.</p>			Initiating Success: First Year Experience
<p>4. B Non-traditional Student Support Specific initiatives to support students who are “non-traditional” (e.g., returning adults, dislocated workers, displaced homemakers, first generation, etc.).</p>			
<p>4. C. Co-curricular Activities/Student Life (?) Leadership programs, clubs, and special events create a positive climate for remaining on campus (e.g., student government, clubs and student organizations, co-curricular activities, student lounges and study spaces, etc.).</p>			
<p>4. D. Faculty Involvement Opportunities and rewards are intentionally provided for out-of-class student-faculty contact (e.g., faculty participating in orientation, advising student clubs, service learning, advising/mentoring).</p>			
<p>4. E. Ceremonies, Traditions, and Special Events Institutional ceremonies and traditions strengthen communal bonds and deepen connections to the campus (e.g., shared traditions, barbecues, holiday celebrations, festivals, signature events, etc.</p>			
<p>5. A. Online Student Services Services such as admissions, registration, advising, orientation, financial aid information, email communication, etc., are provided online for students, and easy to navigate</p>	Use of web-based course engagement tools such as Blackboard, WebCt, etc.and Technical support to address online connection issues.		
<p>5. B. Degree Audit Students are able to monitor their progress and understand alternative options for degree completion through an online degree audit system.</p>			
<p>6. A. College-wide Retention Initiatives College leaders have made an explicit commitment to monitoring and improving retention; developing related goals, organizing and funding initiatives to attain those goals.</p>			
<p>6.B. Systematic Assessment and Reviews Data about students’ performance, engagement, satisfaction, etc., are collected, reviewed, organized and disseminated in clear and useful ways. Assessment is used to improve retention practices.</p>			Planning for Success - Assessment and Placement

Appendix E

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