Academic and Student Affairs Committee Meeting
Gold Room, 541 Market Center Building, Portland State University
Tuesday, 4/7/2015
3:00 - 5:00 PM PT

1. Call to Order/Roll/Declaration of Quorum  Presented By: Margaret Kirkpatrick, Chair  (3-3:05 p.m.)  Standing

2. Consent Agenda  Presented By: Margaret Kirkpatrick, Chair  (3:05-3:10)  Standing
   Approve the draft of 2-13-15 ASAC notes
   ASAC 2-13-15 notes final edits - Page 2

3. College Cost and Affordability  Presented By: John Fraire, Vice President for Enrollment Management and Student Affairs and Sona Andrews, Provost and Vice President for Academic Affairs  (3:10-4:00pm)
   Vice President Fraire will present and answer questions about the cost and affordability of education at Portland State.

4. Achievement Compacts - HECC Evaluation  Presented By: Sona K. Andrews, Provost and Vice President for Academic Affairs  (4-4:45 p.m.)
   Introduction and setting the context for the Oregon Education Investment Board's (OIEB) Achievement Compacts. Senate Bill 1581 (2012) requires governing bodies of education entities to enter into achievement compacts with the OSIB. The PSU Achievement Compact will be considered for approval at the 5-8-15 ASAC meeting.
   OREGON EDUCATION INVESTMENT BOARD achievement compacts - Page 5
   AC_recommendation_Packet_FNL_1_7_15 - Page 15
   PSU 2014-15 OUS Achievement Compact_FINAL - Page 19
   11-20-14 HECC Evaluation Letter - Page 24
February 13, 2015
Market Center Building: 1600 SW 4th Ave, Room 541 – Gold Room
3-5 p.m.

MEETING NOTES

Committee members present: Chair Margaret Kirkpatrick, Vice Chair Swati Adarkar, Maude Hines, Maria Carolina Gonzalez-Prats, Wim Wiewel (ex-officio, non-voting), Dan Fortmiller (ex-officio, non-voting) and Sona Andrews (ex-officio, non-voting)

Committee members not present: Sho Dozono, Pete Nickerson

Committee staff present: David Reese, Shelley Winn and Donna Bergh

1. CALL TO ORDER/ROLL/DECLARATION OF QUORUM

Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee (ASAC), called the meeting to order at 3 p.m. David Reese, Secretary to the Board of Trustees, declared a quorum was present. The meeting was convened. New Trustee, PSU student Maria Carolina Gonzales-Prats, was welcomed.

2. CONSENT AGENDA

Action: Hines moved that the committee approve the minutes from the January 8, 2015 ASAC meeting. Adarkar seconded the motion. The minutes were approved.

3. NEW ACADEMIC PROGRAM PROPOSAL: PROFESSIONAL SCIENCE MASTER IN ENVIRONMENT AND MANAGEMENT IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES—DISCUSSION AND ACTION

Provost Sona Andrews presented the program proposal leading to the Professional Master in Environment and Management, effective fall 2015. Andrews reminded members that the Committee’s recommendation is one in a series of reviews and approvals, including campus, Board, Provost Council and HECC approvals. Andrews said that the colleges and schools are looking forward to bringing a number of professional masters forward. In general these masters have less emphasis on individual research and are attractive to employers and employees as applied degrees. The proposal also includes a certificate that will attract additional students and ensure that the program, following its first year, will generate revenue. The external reviews coordinated by the University were positive. Once approved by HECC, the program will seek affiliation with the National Professional Science Masters Association. Andrews invited Associate Dean Drake Mitchell, from the College of Liberal Arts and Sciences, to help respond to Trustee questions. He addressed inquiries about the competitive focus of PSU’s program and the types of employment that graduates might seek, including positions at agencies and both private or not-for-profit environmental organizations.

Portland State University Board of Trustees
Information item only: Sona notified the Committee members that a new School of Gender Race and Nations, a division within the College of Liberal Arts and Sciences, has been established. The School will rely on existing expertise in the departments of Women, Gender and Sexuality Studies; Indigenous Nations; Black Studies; and Chicano/Latino Studies.

No public comment was received.

Action: Adarkar moved to approve the proposal for the Professional Science Master in Environment and Management; Hines seconded. The proposal was approved for advancement to the Provost Council and the HECC.

4. **Athletics at Portland State**

Mark Rountree, the new PSU Athletics Director, was invited to meet members of the ASA Committee and discuss the vision of Athletics at PSU. In his introductory remarks, Rountree commented on how Portland State is the only Big Sky Conference campus to be in the heart of an urban environment—a fact that attracted him despite some of the challenges it presents. He presented the intercollegiate athletics mission statement and talked about how he defines success. Rountree responded to questions about the Viking Pavilion project and the improvement of external operations. Rountree emphasized his goal to ensure academically successful student athletes. Trustees indicated their interest in being invited to other sporting events in addition to football games.

Kirkpatrick asked David Reese, Secretary to the Board, to discuss the scope of responsibility that the Board of Trustees has regarding Athletics. In response, President Wim Wiewel and Reese explained that the NWAA requires that the Athletics Director report to the President. The Board has oversight on any factors that affect the image and integrity of the institution. Rountree and Wiewel offered to draft a list of suggested Athletics topics or benchmarks that might regularly be brought to the Trustees for their information and/or feedback.

In response to the invitation for public comment, ASPSU President Eric Noll agreed that a successful athletics program can benefit the entire campus.

5. **Future Topics for the ASA Committee**

Kirkpatrick led a discussion of potential topics for the ASA Committee to consider at future meetings. There was considerable interest in learning about student recruitment and retention as well as college affordability. Other topics included diversity, advising, the final report of the Provost Challenge projects, the Northwest Commission on colleges and Universities (NWCCU) seventh-year accreditation evaluation, community college partnerships, the research profile, consideration of working with other non-voting Board members, ensuring that academics and finance efforts are aligned, and the HECC evaluation process/Achievement Compact.

A list of topics and a suggested schedule will be drafted and shared with Kirkpatrick, Adarkar and Noll. A discussion of potential campus tours was moved to a future agenda.

No public comment was received.
6. **Dean of Student Life**

Michele Toppe, Dean of Student Life, and Domanic Thomas, Director of Student Conduct and Community Standards, presented and discussed the work of the Office of the Dean of Student of Life. Student activities and resource centers were described and special attention was placed on the CARE Team, a group of PSU employees who responded in 2014 to almost 500 reports dealing with concerns including academic issues, unusual student behavior, and medical emergency/hospitalization. Over the years, many of the cases involved students who face housing issues or homelessness and have unmet financial need. Toppe offered to arrange tours for the Trustees in the future and referred them to a set of videos that have been created to help faculty and staff address various student-related topics. The video clips may be found at [http://www.sa.pdx.edu/share/training/dostraining.html](http://www.sa.pdx.edu/share/training/dostraining.html)

In response to a request for public comment, Professor Friedrich Schuler, History, praised the services under the Dean of Student Life and remarked specifically on the contributions of Toppe and Thomas.

7. **Next Steps and Adjournment**

With no further comments or questions from the committee, Kirkpatrick adjourned the meeting.
OREGON EDUCATION INVESTMENT BOARD

DIVISION 10

ACHIEVEMENT COMPACTS

705-010-0005

Definitions

The following definitions apply to Oregon Administrative Rules, 705-010-0005 to 705-010-0060, unless otherwise indicated by the context:

(1) “Board” means Oregon Education Investment Board established under section 1, chapter 519, Oregon Laws 2011 (Enrolled Senate Bill 909).

(2) “Chief Education Officer” means the Chief Education Officer appointed under section 2, chapter 519, Oregon Laws 2011 (Enrolled Senate Bill 909) by the Board, or, in the event of a vacancy in the Chief Education Officer position, the Chair of the Board or the Chair’s designee.

(3) “Education entity” means:
   (a) A school district, as defined in ORS 332.002;
   (b) An education service district operated under ORS chapter 334;
   (c) A community college district or community college service district operated under ORS chapter 341;
   (d) The Oregon University System established by ORS 351.011;
   (e) A public university of the Oregon University System, as listed in ORS 352.002; and
   (f) The health professions and graduate science programs of the Oregon Health and Science University (OHSU) operated under ORS chapter 353.

(4) “Governing body of an education entity” means:
   (a) For a school district, the school district board;
   (b) For an education service district, the board of directors of the education service district;
   (c) For a community college district or a community college service district, the board of education of the community college district;
   (d) For the Oregon University System, the State Board of Higher Education;
   (e) For a public university of the Oregon University System, the president of the university; and
   (f) For the Oregon Health and Science University, the Oregon Health and Science University Board of Directors.

(5) “Achievement compact” means an agreement entered into between the Oregon Education Investment Board and the governing body of an education entity.
Parties to Achievement Compacts

Prior to the beginning of each fiscal year, the governing body of each education entity must enter into an achievement compact with the Oregon Education Investment Board for the fiscal year.

Terms of Achievement Compacts

(1) The Board shall establish the terms for achievement compacts, which may include:

(a) A description of goals for outcomes that are consistent with the high school and college completion goals identified as the mission of education in ORS 351.009 and the educational goals expressed in ORS 329.015 and 351.003.

(b) A description of the outcomes and measures of progress that will allow each education entity to quantify:

(A) Completion rates for:

(i) Critical stages of learning and programs of study;

(ii) The attainment of diplomas, certificates and degrees; and

(iii) Achieving the high school and post-secondary education goals established in ORS 351.009 and a projection of the progress needed to achieve those goals by 2025;

(B) Validations of the quality of knowledge and skills acquired by students of the education entity; and

(C) The relevance of the knowledge and skills acquired by the students of the education entity and the means by which those skills and knowledge will contribute to the workforce, the economy and society as described in state policy.

(c) Local priorities as provided by OAR 705-010-0020.

(2) Notwithstanding the terms listed in subsection (1) of this rule, the achievement compact for Oregon Health and Science University shall be limited to the enrollment of, and attainment of degrees by, Oregon residents in programs for which the state provides funding.

(3) For school districts, the Board shall provide to each school district a number quantifying the district’s estimated level of funding for the next fiscal year compared to the determination of funding needed to ensure that the state’s system of kindergarten through grade 12 public education meets the quality
goals specified under ORS 327.506. This number shall be included within the achievement compacts for school districts.

(4) For education entities other than school districts, the Board shall provide a number quantifying the entity’s estimated level of state and local funding for the next fiscal year.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0020

Optional Local Priorities

(1) The governing body of an education entity may include in its achievement compact local priorities that include outcome measures that the education entity chooses to use to inform its goals for educational achievement if those priorities meet the requirements of this rule and are approved by the Board.

(2) Education entities must provide to the Board a research-based rationale for their use of local priorities and a description of what the education entity projects to be accomplished by the use of these priorities.

(3) The Board shall provide guidance and examples to education entities of local priorities that would be acceptable to the Board.

(4) The Board shall act on the approval of local priorities within thirty days of receipt of an education entity’s completed achievement compact.

(5) The Board delegates to the Chief Education Officer the authority to approve local priorities.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0025

Guidance

(1) The Board shall provide guidance to all education entities on the definitions and methodologies to be used in setting targets for outcome measures when the Board distributes the achievement compacts.

(2) The guidance shall include:

(a) A calculation of the progress needed to achieve the high school and post-secondary education goals established in ORS 351.009 and a projection of the progress needed to achieve those goals by 2025;

(b) Definitions and explanations of the outcomes to be measured and the methodologies for calculating such measures;

(c) An explanation of the Board’s expectations for local priorities and examples of such priorities that would be acceptable to the Board, pursuant to OAR 705-010-0020;
(d) The determination of a sufficient number of students to require the inclusion of numbers and percentages for groups of students identified in OAR 705-010-0040; and,

(e) Any other provision that the Board or Chief Education Officer determines is relevant to the completion of achievement compacts.

(3) For school districts and education service districts, the Board’s guidance shall include:

(a) Direction to include in the calculation of high school completion students who:

(A) Were awarded a high school diploma in four or fewer years;

(B) Were awarded a high school diploma in five years;

(C) Were awarded a modified diploma;

(D) Were awarded an extended diploma; and

(E) Earned a General Educational Development (GED) certificate.

(b) Data for the categories of high school completion identified in subsection (3)(a) herein for the most recent year for which such data are available.

(4) The Board may provide and collect data on other categories of students to be tracked separately, including those who:

(a) Were awarded an alternative certificate;

(b) Left school without receiving a diploma or certificate prior to age 21; and,

(c) Were no longer qualified to be offered a free appropriate public education by a school district under ORS 339.115 and did not receive a diploma or certificate.

(5) The Board shall provide guidance to education entities regarding the progress needed to close the achievement gap between disadvantaged groups of students and other students when setting targets for disadvantaged groups of students.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0030

Distribution of Compacts to Education Entities

(1) The Board shall distribute achievement compacts to all education entities no later than 120 days prior to the date by which the achievement compact must be completed as set forth in 705-010-0035.

(2) Distribution may be done by electronic means.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Completion and Execution of Achievement Compacts

(1) The governing body of each education entity must complete and execute its achievement compact with the Board annually by the following dates:

(a) For school districts and education service districts, by October 15.

(b) For community colleges, public universities and the Oregon Health and Science University, by June 30.

(2) Completion means that the governing body shall identify a target number and percentage of students for achievement of the outcomes, measures of progress and goals specified in the achievement compact for the fiscal year, as directed by the Board. The Board may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves.

(3) Education entities may provide a range of target numbers and percentages, but the Board shall use the lowest figure of any range provided.

(4) Education entities may provide target numbers and percentages for years beyond the next year.

(5) Execution of an achievement compact requires the signature of the chair or president of the governing board or that of its chief executive officer and its submission to the Board. Electronic signature is permitted.

(6) Community colleges, public universities and the Oregon Health Sciences Universities may submit executed achievement compacts by electronic means. School districts and education service districts must complete achievement compacts through the Oregon Department of Education's secure web-based portal designated for that purpose.

Data for Student Groups

(1) In addition to the target numbers and percentages of all students that are identified in achievement compacts for the outcome measures specified in OAR 705-010-0015 and 705-010-0020, education entities must include in their achievement compacts for each outcome measure a target number and percentage for the combined total of all students in disadvantaged groups specified in subsections (2) and (4) of this rule.
(2) The governing body of school districts and education service districts must set targets for all outcome measures in their achievement compacts for students in each of the following groups:

(a) Economically disadvantaged students;
(b) Limited English proficient students;
(c) Students with disabilities;
(d) Black students (not of Hispanic origin);
(e) Hispanic/Latino students;
(f) American Indian or Alaska Native students; and
(g) Pacific Islander students.

(3) In addition to the groups of students identified in subsections (2) of this rule, school districts and education service districts shall also set targets for all outcome measures for students in each of the following groups:

(a) Talented and gifted students; and,
(b) Asian students.

(4) The governing body of post-secondary education entities must set targets for all outcome measures in their achievement compacts for students in each of the following groups:

(a) African American students;
(b) Hispanic/Latino students;
(c) Native American or Alaska native students;
(d) Pacific Islander students;
(e) Multi-racial or multi-ethnic students;
(f) Economically disadvantaged students based on Pell Grant eligibility.

(5) An education entity is not required to include a target number or percentage under this section if the district does not have a sufficient number of the students in that group to ensure that individual students are not personally identifiable. The Chief Education Officer will identify a minimum number of students necessary in each subgroup to ensure that an individual student’s information is not personally identifiable.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0045

Communications
As part of the process of entering into an achievement compact, the governing body of an education entity shall ensure that open communications are provided to parents, students, teachers or faculty, employees, exclusive bargaining representatives and community representatives for the purposes of explaining and discussing the outcomes, measures of progress, goals and targets specified in the achievement compact for the fiscal year.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12; OEIB 2-2013, f. & cert. ef. 10-11-13

705-010-0050

Modification of Achievement Compacts

(1) After submission and acceptance of an achievement compact, an education entity may modify its target numbers and percentages in its achievement compact in the event of unexpected circumstances that the Chief Education Officer determines constitute a compelling reason to warrant such modification.

(2) The Board may provide guidance on what constitutes a compelling reason to warrant the modification of an education entity’s target numbers and percentages pursuant to this rule.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0055

Receipt and Acceptance of Achievement Compacts

(1) The Chief Education Officer shall acknowledge receipt of each achievement compact and shall inform the education entity of the Board’s acceptance of any local priorities within 30 days of receipt of the achievement compact.

(2) The Board shall make available on its website the achievement compacts received and summary reports of the information contained in the achievement compacts.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12; OEIB 2-2013, f. & cert. ef. 10-11-13

705-010-0060

Authority of Chief Education Officer Relating to Achievement Compacts

(1) In addition to the authorities specified in these rules, the Chief Education Officer may:

(a) Communicate with the governing boards of education entities on behalf of the board about the implementation of and response to the achievement compacts; and
(b) Waive any timelines specified in the rules, policies and guidelines adopted by the Board, to the extent permitted by section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581),

(2) The Chief Education Officer may settle any disputes relating to the achievement compacts. Any decision of the Chief Education Officer shall be considered a final decision.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2012(Temp), f. & cert. ef. 3-29-12 thru 9-25-12; OEIB 4-2012, f. & cert. ef. 9-21-12

705-010-0065

End-of-Year Reports

(1) For terms of achievement compacts that are carried forward in identical form from one fiscal year to the next, an education entity’s report of results in a subsequent year’s achievement compact shall represent its report of final results for a given fiscal year.

(2) For terms of achievement compacts that are not carried forward in identical form from one fiscal year to the next, the education entity shall report its results in conjunction with its data reports for the Oregon Report Card or in separate reports within 120 days after the close of the fiscal year.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 4-2012, f. & cert. ef. 9-21-12; OEIB 2-2013, f. & cert. ef. 10-11-13

705-010-0070

Achievement Compact Advisory Committees

(1) Each school district, as defined in ORS 332.022, and each education service district operated under ORS Chapter 334 shall form an achievement compact advisory.

(2) An achievement compact advisory committee shall be responsible for ensuring that achievement compacts are developed annually for each school year with input from educators, parents, community and staff of the district.

(3) An achievement compact advisory committee shall:

(a) Develop plans for achieving the district’s outcomes, measures of progress, goals and targets expressed in an achievement compact, including methods of assessing and reporting progress toward the achievement of goals and targets; and

(b) Recommend outcomes, measures of progress, goals and targets to be contained in the district’s achievement compact for the next fiscal year.

(4) Each achievement compact advisory committee shall present its recommendations in a report to the governing board of the district no later than May 1 of each year. An achievement compact advisory committee’s report and recommendations shall be considered by the governing board of the district when entering into an achievement compact for the next fiscal year. The governing board shall file the
achievement compact advisory committee’s report with each achievement compact it adopts and forwards to the Board.

(5) Parent engagement is an important component in the advancement of Achievement Compacts. Each district needs to ensure that they have a process for allowing a diverse group of parents to share their perspectives and their recommendations about:

(a) District services that contribute to student success and instructional program quality;

(b) Student, school, and district progress toward the state’s 40-40-20 educational goals; and

(c) The type of academic program they believe will help students in their district succeed and support the state in reaching the 40-40-20 goal.

(6) School districts and education service districts shall make all materials, not containing confidential student information, available to the Achievement Compact committee shall be available to parent and community members. The narrative that will accompany the district compact should include a brief description of the parent engagement strategy and a summary of the recommendations they received from parents and the community.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 4-2012, f. & cert. ef. 9-21-12; OEIB 5-2012(Temp), f. & cert. ef. 10-11-12 thru 4-9-13; Administrative correction, 4-22-13; OEIB 1-2013, f. & cert. ef. 5-2-13; OEIB 2-2013, f. & cert. ef. 10-11-13

705-010-0072

Achievement Compact Advisory Committees for Community College Districts and Public Universities

(1) Each community college district shall form an achievement compact advisory committee that meets the requirements of Section 202b, Chapter_____, Oregon Laws 2013 (Enrolled House Bill 3120).

(2) An achievement compact advisory committee shall be responsible for ensuring that the college’s or university’s achievement compact is implemented for the 2013-14 fiscal year and subsequent fiscal years.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 2-2013, f. & cert. ef. 10-11-13

705-010-0075

Recommendations from State Associations

(1) State associations representing educators, administrators and governing board members of school districts and education service districts may develop and recommend to the Board collaborative models and resources, including professional development opportunities, that may be used by districts and achievement compact advisory committees for the achievement of student success.

(2) State associations, organizations and employee organizations representing educators, administrators, students and governing board members of community colleges and universities may
develop and recommend to the Oregon Education Investment Board processes for collaboration in the
development of achievement compacts for their institutions, including professional development
opportunities, for the achievement of student success.

(3) The entities described in subsections (1) and (2) of this section must make any recommendations to
the Chief Education Officer on behalf of the Board no later than September 30, 2012. Such
recommendations may be submitted by electronic means.

Stat. Auth.: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Stats. Implemented: 2012 OL Ch. 36 Sec. 14 (Enrolled SB 1581)
Hist.: OEIB 4-2012, f. & cert. ef. 9-21-12

The official copy of an Oregon Administrative Rule is contained in the Administrative Order filed at the
Archives Division, 800 Summer St. NE, Salem, Oregon 97310. Any discrepancies with the published
version are satisfied in favor of the Administrative Order. The Oregon Administrative Rules and the
Oregon Bulletin are copyrighted by the Oregon Secretary of State.
Achievement Compact Recommendations
January 13, 2015

BACKGROUND INFORMATION

Senate Bill 1581 (2012) requires governing bodies of education entities to enter into achievement compacts with the Oregon Education Investment Board (OEIB). The law describes terms that must be included in achievement compacts and directs K-12 and postsecondary education entities to form achievement compact advisory committees to develop and implement achievement compacts.

In September 2013, the OEIB initiated a research process that included a series of in-depth interviews with a representative group of education professionals who participated in the achievement compact goal-setting process. This approach allowed for understanding the processes, uses and effectiveness of the achievement compacts. Additional interviews were conducted with individuals involved in the early development of the compacts, and included other key stakeholders from early learning, K-12, and higher education. This report was presented to the board at the April 8, 2014 meeting.

At the August 12, 2014 OEIB Board meeting, proposed achievement compact recommendations were formally presented, and subsequently considered by the Board on September 9 and September 18, 2014.

The Board identified two specific areas for further refinement and clarification within the recommendations: 1) Maintaining system-wide focus through achievement compacts on target setting and implementation of strategies to ensure student attendance and readiness for college and career; and 2) stronger alignment between achievement compacts developed by education entities and parallel decision-making processes for resource allocation, planning and improvement.

Chief Education Officer Recommendations

Based on Board consideration and feedback, the Chief Education Officer initiated further review and refinement of the achievement compact recommendations as presented. This report contains the Chief Education Officer’s recommendations on improvements to achievement compacts for Board approval, and includes:

1. Key achievement compact policy recommendations and the reason(s) for each recommendation
2. A timeline for OEIB’s activities related to achievement compacts

In preparing the recommendations, the Chief Education Officer drew upon initial analysis of achievement compacts submitted for the current 2014-15 academic year, input from multiple diverse stakeholders and a review of Board deliberation on achievement compacts.
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<tr>
<th>Recommendations</th>
<th>Reason for Recommendations</th>
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<tr>
<td><strong>Recommendation #1: All Education Entities Will Set Three-Year Goals, Not One-Year Goals, for All the Existing Metrics on the Achievement Compact and Leverage Key Partnerships to Reach Achievement Compact Goals.</strong></td>
<td>Three-year goals will lead to longer-term strategic goals rather than predictive goals. Working collaboratively with key partners (e.g. Regional Achievement Collaboratives, Early Learning Hubs, community-based organizations, parents, and community members) will leverage the collective impact necessary to reach the achievement compact goals.</td>
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<td>a. Education entities will convene the achievement compact committee each year to affirm three-year goals or change them.</td>
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<td>b. A change in statute or administrative rules is not required.</td>
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<td><strong>Recommendation #2: OEIB WILL Align Key K-12 Processes and Eliminate Unnecessary Duplication to Create a Comprehensive and Effective Educational Improvement System.</strong></td>
<td>There are a number of processes that currently do not align and have duplication, such as the achievement compacts with the District Continuous Improvement Plans. In addition, these processes have not been integrated into an effective comprehensive educational improvement process. The Outcome and Investments Subcommittee requested clarification of the relationship between the achievement compacts and future budgets.</td>
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<td><strong>Recommendation #3: OEIB Will Engage with Practitioners, Parents, Community and Culturally Specific Groups Across the State. The Purpose will be to Review Progress on the K-12 Achievement Compact Metrics and Solicit Suggestions for Statewide Strategies and Focus Areas.</strong></td>
<td>It is critical to collect feedback and work in partnership with diverse stakeholders. This input will provide valuable information for the OEIB subcommittee. The OEIB Equity and Partnerships Subcommittee are currently drafting a community engagement protocol. This model will reflect a culturally responsive approach and will begin the conversation from a strength-based model. The values that drive the model include transparency, equity, collaboration and humility. It will be a living document that will be regularly assessed.</td>
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<tr>
<td>a. A community engagement protocol, developed by the Equity and Partnership Subcommittee, will be utilized</td>
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<td>b. Suggestions will be synthesized for use with OEIB’s subcommittees</td>
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<td>c. Subcommittee members will determine which suggestions to incorporate into their work plan</td>
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<td>d. Community input will be collected every other year, in alignment with the budgeting process, so the Outcomes &amp; Investments Subcommittee can utilize the information as it determines strategic investments.</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Reason for Recommendations</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Recommendation #4:</strong> OEIB Staff will Analyze Data From the K-12 Achievement Compacts and Seek Feedback in Three Areas.</td>
<td>These recommendations emerged from the input of board members on the Outcome and Investments Subcommittee.</td>
</tr>
<tr>
<td>a. They will identify educational entities that set high goals and those that set low goals and work with them to understand their goal setting process and their needs</td>
<td></td>
</tr>
<tr>
<td>b. They will identify the education entities that have exemplary achievement compact committees to gain knowledge regarding their success, which can be shared with other educational entities</td>
<td></td>
</tr>
<tr>
<td>c. They will bring together key educational organizations that supported the creation of the achievement compact committees to highlight successes and determine additional professional development needs</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation #5:</strong> Higher Education Coordinating Commission (HECC) Shall Evaluate Current Higher Education Achievement Compacts and Recommend any Changes to the OEIB. As part of this process the HECC should:</td>
<td>ORS 351.735 states that HECC shall advise the OEIB on the development of state goals and associated achievement compacts for the state post-secondary education system, including community colleges and public universities.</td>
</tr>
<tr>
<td>a. Determine if the current statutory submission timeline aligns with post-secondary instructional process (e.g. the budget process)</td>
<td>Through meetings with representatives of post-secondary education entities, it was suggested that it would be beneficial to review the submission date for the achievement compacts.</td>
</tr>
<tr>
<td>b. Develop a timeline of all achievement compact activities similar to the one established for school districts and ESDs (see attached timeline)</td>
<td></td>
</tr>
<tr>
<td>c. Advise the OEIB on how higher education achievement compacts should be utilized by the State and by higher education institutions.</td>
<td></td>
</tr>
<tr>
<td>d. Establish a date that the HECC will present these recommendations to the OEIB</td>
<td></td>
</tr>
</tbody>
</table>
Timeline for Achievement Compact Activities

### November
- OEIB completes analysis of the achievement compact data

### January - March
- OEIB presents the final achievement compact analysis to full board
- The final analysis is released to the public
- Review trajectory assumptions
- Review progress toward trajectory

### March – June (even years only*)
- Engage with partners, including practitioners, parents, community and culturally specific groups to review progress toward the achievement compact metrics and solicit suggestions for statewide strategies and focus areas

### December
- OEIB Outcomes & Investment Subcommittee presents draft statewide aggregate data and progress on trajectory
- Staff gathers feedback from subcommittee on changes to the OEIB report

### February - April
- OEIB identifies educational entities that set high goals and those that set low goals and:
  - Works with them to understand the goal setting process and their needs
  - Identifies the education entities that have exemplary achievement compact committees to gain knowledge regarding their success
  - Brings together key educational organizations that supported the creation of the achievement compact committees to highlight successes and determine additional professional development needs

### June - September (even years only*)
- Synthesize the results of the partners’ input to provide information to the Outcome Investments Committee before it begins the strategic investment process

* Community input will be collected every other year, in alignment with the budgeting process, so the Outcomes & Investments Subcommittee can utilize the information as it determines strategic investments.
**Portland State University Mission:**

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>Pell Eligible</td>
<td>URM</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>3,676</td>
<td>597</td>
<td>2,320</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>156</td>
<td>23</td>
<td>103</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>1,274</td>
<td>155</td>
<td>n/a</td>
</tr>
</tbody>
</table>

| Quality          |                  |                  |                  |                  |                  |                  |
|                  | Written Communication |                  |                  |                  |                  |                  |
| Percent undergraduate alumni reporting they were “Extremely Satisfied” or were at least “Somewhat Satisfied” with university’s contribution to abilities and skills in the following areas:**
|                  | **Extremely Satisfied** | **At Least Somewhat Satisfied** |
| Written Communication | 31.7% (136) | 76.4% (327) |
| Verbal Communication | 27.3% (117) | 70.1% (300) |
| Critical Thinking | 48.6% (208) | 85.2% (365) |
| Knowledge in field of study or major | 37.1% (159) | 76.8% (329) |

| Undergraduate alumni rating overall quality of education (5 point scale, 1=poor, 5=excellent)**|
| Percent Responding 5 (Excellent): 21.6% (92) |
| Percent Responding 4 or 5: 70.1% (300) |

| Employer Satisfaction for new teachers (OACTE)**|
| Data Available 2015 |
## OUS Achievement Compact 2014-15

(Continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>Pell Eligible</td>
<td>Minority</td>
</tr>
</tbody>
</table>

### Connections

- **# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit**
  - 298 | 69 | 127 | 413 | 110 | 176 | 416 | 110 | 177 |
  - 28% | 25% | 26% | 36% | 33% | 34% | 36% | 33% | 34% |

- **# of bachelor's degrees awarded to transfer students from Oregon community colleges**
  - 1,659 | 285 | 1,194 | 1,695 | 291 | 1,220 | 1,677 | 289 | 1,207 |

### Local Priorities (optional for each institution)

---

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni. Employer survey administered during 2013-14 by OACTE, data is not yet available.

### Investment:

<table>
<thead>
<tr>
<th>Education and General</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>PSU</td>
<td>$68,630,709</td>
<td>$70,656,270</td>
<td>$54,295,004</td>
<td>$53,988,262</td>
<td>$58,265,027</td>
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## Disadvantaged Students 2012-13

### Outcome Measures Actuals for 2011-12

<table>
<thead>
<tr>
<th>Completion</th>
<th>Disadvantaged Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African- American</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>107</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>23</td>
</tr>
</tbody>
</table>

### Quality

Undergraduate alumni rating of overall quality of education ***
(5 point scale, 1=poor and 5=excellent)
- % responding either 4 or 5
- % responding 4 or 5 within category
- Number of respondents with 4 or 5

<table>
<thead>
<tr>
<th></th>
<th>6.1%</th>
<th>70.3%</th>
<th>2.4%</th>
<th>43.7%</th>
<th>76.9%</th>
<th>68.0%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>**</td>
<td>26</td>
<td>**</td>
<td>**</td>
<td>10</td>
<td>185</td>
</tr>
</tbody>
</table>

### Connections

- # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit
- # of bachelor’s degrees awarded to transfer students from Oregon community colleges

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>43</th>
<th>**</th>
<th>**</th>
<th>17</th>
<th>127</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>27%</td>
<td>**</td>
<td>**</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>143</td>
<td>33</td>
<td>6</td>
<td>57</td>
<td>1,194</td>
</tr>
</tbody>
</table>

### Local Priorities (optional for each institution)

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

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## Disadvantaged Students 2013-14 Projections

<table>
<thead>
<tr>
<th>Outcome Measures 2013-14 Projections</th>
<th>Disadvantaged Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>106</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>**</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>22</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>Undergraduate alumni rating of overall quality of education</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>23%</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>47</td>
</tr>
</tbody>
</table>

### Local Priorities (optional for each institution)

---

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Disadvantaged Students 2014-15 Targets

<table>
<thead>
<tr>
<th>Outcome Measures 2014-15 Targets</th>
<th>Disadvantaged Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>Completion</td>
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</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
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<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>**</td>
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<tr>
<td># of advanced degrees awarded to Oregonians</td>
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</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>Undergraduate alumni rating of overall quality of education</td>
<td>Survey data not projected</td>
</tr>
<tr>
<td>Connections</td>
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<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
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</tr>
<tr>
<td>Local Priorities (optional for each institution)</td>
<td></td>
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</tbody>
</table>

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*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni. Employer survey administered during 2013-14 by OACTE, data is not yet available.
TO: Ben Cannon, Executive Director, Higher Education Coordinating Commission

FROM: Oregon Public University Presidents Council

RE: ORS 352.061 – Evaluation of Universities with Governing Boards

DATE: November 20, 2014

We appreciate the opportunity to discuss and evaluate the proposed framework offered by the HECC on the evaluation of universities with governing boards. We are providing a response on behalf of all seven universities (EOU, Oregon Tech, OSU, PSU, SOU, UO, and WOU) given these metrics will soon impact all our institutions.

While the universities appreciate the consideration given by the HECC in suggesting a number of proposed measures, after consultation with our Provosts Council, we strongly believe that institutional progress and evaluation should be based on two existing, established criteria:

1. The measures and goals contained in Achievement Compacts. The compacts include degrees awarded, diversity of students, and participation in the development of pathways for students between and aligning post-secondary institutions and K-12 schools.

2. Progress on institutional core themes as required and approved by the Northwest Commission on Colleges and Universities (NWCCU). The core themes are explicitly designed to measure mission fulfillment via indicators and thresholds for those indicators. The core themes can also serve to demonstrate mission differentiation. Institutional core themes for each of Oregon’s public universities were approved by the State Board of Higher Education in 2012. Recently, the Portland State University Board of Trustees reaffirmed its accreditation core themes and other institutional governing boards are poised to do the same. All universities are on the same accreditation cycle for the evaluation of core themes and completed the 3rd year reviews in 2012-13.

The achievement compacts and core themes reflect a set of well vetted, comprehensive, mission differentiated measures that we already use. The achievement compacts were developed by the OEIB and presumably the compacts will form the basis for outcomes based funding. The core themes are required for and approved by our accrediting body. They have undergone significant review for the past three years from evaluators external to Oregon. They represent a robust set of indicators for achieving mission fulfillment.
Beyond these indicators we recognize that the HECC is interested in promoting collaboration among institutions to ensure student access and success, as well as making the best use of scarce public resources. We agree these goals are critical, although we were unable to reach agreement on which topics included in HECC’s proposed framework are best addressed by inclusion in HECC’s board evaluation process. Nonetheless, these activities, which range from participation in shared services, the state’s longitudinal data system, development of pathways for students among various institutions and shared strategies for budget development and academic planning, deserve attention and consideration by the commission.

We appreciate the opportunity to provide this input and look forward to hearing from the HECC regarding our recommendation. Our provosts stand ready to work with you on implementation strategies for the use of achievement compacts and core themes as university evaluation measures.

Jay Kenton  
Eastern Oregon University

Roy Saigo  
Southern Oregon University

Chris Maples  
Oregon Institute of Technology

Scott Coltrane  
University of Oregon

Edward Ray  
Oregon State University

Mark Weiss  
Western Oregon University

Wim Wiewel  
Portland State University