

Oregon

Oregon University System
Robert Mercer
Enrollment and Student Services
P. O. Box 3175
Eugene, OR 97403
Email: Robert_Mercer@ous.edu

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Yes, united education enterprise (UEE) – working group that comes from our joint boards (education/higher education). UEE has representatives from the governors office. They are directed to work on all sorts of K-16 issues; such as college readiness, work readiness, transferability, and alignment of general education. UEE meets about every 6 weeks. There is also P-20 core staff group, which is made up of staff people in department of education, workforce development, community colleges, and universities.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, please see website at: <http://www.ous.edu/stucoun/campcent/>

Atlas Program – we are going to launch this in the next couple of years. Atlas is a statewide degree auditing system. Articulate transfer, linked auditing system, it will allow students to upload transcripts and run a degree audit (at any university, and then down the road to community colleges for any major).
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Sort of... we have high school admission requirements – has to met specific course prerequisites for admission these align pretty closely with the high school graduation requirements
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, Oregon does not articulate a set of explicit competencies or skills that define what it means to be “college ready.”
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes, just passed in senate session – a statewide policy – a process where we aligned our AP scores across community colleges system and university system – minimum acceptable score and what the conversion of credits would be. We encourage dual enrollment 1) high school

teacher has been approved to offer college credit to high school students in a course offered during the high school day; 2) provide a variety of distance education options for high school students and 3) have a program that allow high school students to come to college campus to take courses (some funded by high school/some self fund).

Senate bill – “accelerated options” provides funding to allow students who many have dropped out of high school and now attend community college to complete.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
No, there is not a statewide policy present in Oregon that governs placement into college-level courses or remedial courses.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Yes, we have an AA/AS degree that is accepted at public universities. This meets the GE requirements for any system schools. There are a multiple individual agreements from one college to another. Degree partnership – both advising guide programs underpinning is agreements on financial aid.

<http://www.ous.edu/stucoun/prospstu/transfer.php>

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
Yes, Oregon has a transfer/articulation policy accompanied by a statewide transferable general education requirement. No, there is no testing to guarantee competencies.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
Joint Board Articulation Committee – this committee deals with transfer related issues (representatives from college system, university system, and private institutions all participate). General Education alignment is a primary focus of this committee.
- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?
Both – some courses do transfer course per course. If a student completed the AA/AS, then the General Education courses are bundled and all count toward completion of General Education at the university level.

Oregon Transfer Module (OTM) is an approved subset of general education courses that is transferable between and among all public postsecondary institutions in Oregon. It is designed to ensure that the needs of students statewide are met without unnecessary duplication of courses.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
No, there is no statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree.
- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?
No, but degree completion programs are available at various universities, particularly from Eastern Oregon, which has a lot of distance learning for students completing degrees.
- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?
No. Again, there are a lot of distant learning opportunities offered through community colleges and universities – but all individual not statewide. The goal is to create an online schedule of classes, where students can choose from all sources. – The metropolitan consortium (PSU).
- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?
No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.
- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?
No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.

