OREGON WIN-WIN INITIATIVE

Working together we will identify and grant AAOT degrees already earned but not awarded

Presenters

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- How it supports student success?
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- Success stories:
  - Nationwide
  - Local

What is Win-Win?

A process to:

- Identify, contact and award the AAOT (Associate of Arts Oregon Transfer) degree to former students **who qualify for the degree**

- Identify former **students who are academically short** (lack 9-12 credits) of the AAOT degree, find them, and bring them back to complete the degree

Who is Involved in Win-Win?

- Win-Win Leads and others at **all 17 Oregon Community Colleges**

- Statewide Degree Audit Coordinator, Tammie Stark, M.A. 541.510.3678 tammie.stark@state.or.us

- State of Oregon **Department of Community Colleges** and Workforce Development
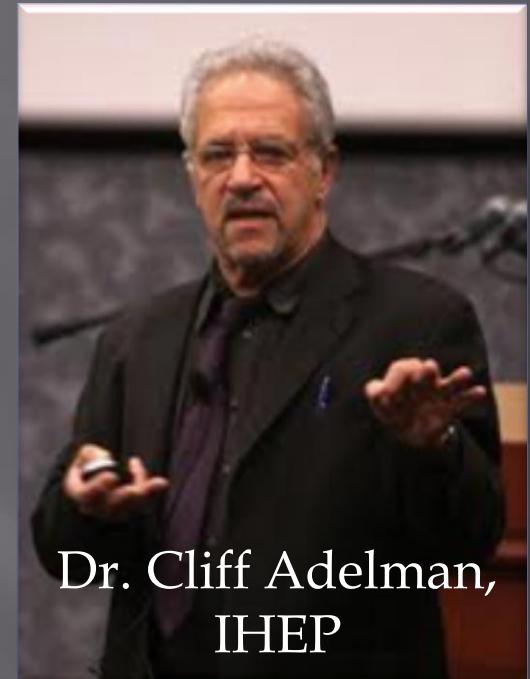
What is Win–Win?

- A national project
- Nine participating states
- 64 community colleges and four-year institutions that are authorized to award associate's degrees
- Grant funded by Lumina Foundation

What is Win-Win?

- A partnership between educational institutions Institute of Higher Education Policy and State Higher Education Executive Officers

- IHEP designed the project and monitors and reviews results

- SHEEO is the the project evaluator

Dr. Cliff Adelman, IHEP

Why? *Support Stakeholders*

It supports stakeholders involved with higher education completions by providing a venue to work together

Win-Win builds on Oregon's history of collaboration

Why? *It Fits Well*

- AAOT revision completed
- Fits well with existing initiatives /goals:
  - CCWD Student Success Workplan 2012: Increasing student persistence and completion
  - Oregon 40-40-20 Goal
  - Complete College America Alliance
  - Nation's 2020 Goal

Why? *Support Student Success*

- To award degrees already earned
- Help students achieve their goals
- Catch up with states & institutions automatically award degrees earned
- Support student transfers
  - Expand access
  - Increase student knowledge of the value of an associate's degree

Support State Success

- Foster community college learning to ID and eliminate barriers to student success
- Alignment with statewide articulation & transfer goals
  - e.g. Web-based academic advising, degree audit, transfer and articulation

- Increase low graduation rates
- Decrease gap between demand for and supply of college-educated workers

Native Calypso Orchid

Demand for college-educated workers

"By 2018, 63 percent of job openings will require workers with at least some college education," *(Figure 2.1, p. 13).*

(Georgetown University Center on Education and the Workforce, June 2010)

Demand for college-educated workers

"Over the next ten years, 92% of Oregon's high paying and high demand jobs will require postsecondary education," (p. 1).

(Oregon Community Colleges Student Success Plan: Measure What You Treasure, 2008)

Supply of college-educated workers

Only 27% of adults (25 years and older) in the U.S. have completed college earning a bachelor's degree.

(U.S. Census Bureau, 2009)

Supply of college-educated workers

Only 37-42%

of Oregonians graduated with an associate's degree or higher
in 2010.

(Oregon University System 2010 Fact Book)

Goal: increase completions – how do we do that with Win-Win & who is involved?

CCWD Role

- Identify universe of interest
- Match data to OCCURS, Oregon University System and National Student Clearinghouse databases to **eliminate currently enrolled students or those with a degree**
- Narrow list based on AAOT degree requirements

CCWD Role

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

- Assign student records to cognizant colleges
- Create <u>initial list</u> of student records to audit
- Perform software (batch) audits for all records
- Create unique student ID
- Perform overall reporting

Statewide Degree Audit Coordinator Role

Devil is in the details!

- Set up infrastructure and communication methods, inform
- Facilitate group decision making
- Collect, manage and report all data
- Track and report in-kind contributions
  - June 15, 2012
  - June 15, 2013

Statewide Degree Audit Coordinator Role

- ▣ Perform state-level AAOT degree audits
- ▣ Coordinate meetings, calls, etc.
- ▣ Distribute eligibles lists to colleges
- ▣ Assist colleges
- ▣ Facilitate a successful project

Community College Roles

- Identify & alleviate barriers to success
- Verify student eligibility for AAOT
- Notify and award degrees to *eligibles*
- Seek out, contact & advise *potentials*
- Identify and report data as needed

Road Maps for your Journey

- "Road maps:"
  - Schedule: visual overview w/ calendar
  - Timeline: detailed list of tasks and dates



  - **Jump to** files

Native Trillium

Questions so far?
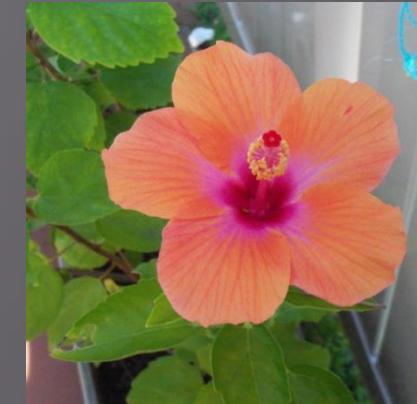
Now we know the basics, let's transition to an overview of successful projects

Projects Nationwide

- El Paso
- SUNY
- Michigan
- Virginia
- Louisiana
- Florida
- Wisconsin
- Missouri

El Paso's Drivers of Success

- Collaboration
- Established processes, practices & policies
- Shared
  - Vision
  - Application
  - Banner CAPP
  - Student info
- Performing "Win-Win like process for 6 years! Gold Standard

- Nurtured a community message/ethic to value degrees
- Financial aid consortium (½+ ½)
- "**Keeping up with students' success**" by awarding degrees earned
- Recommended auto-award degrees

State Univ. New York Win-Win

- 6 colleges participating
- Like UTEP, they share centrally stored data
- Moving toward full centralized database & degree audits
- Initial sort & degree audit at state level including: 30 credits of general education
- Individual campuses waive fees/requirements
- National "Access to Success," motivated effort

Michigan's Win-Win Story

- Just beginning
- 9 of 28 colleges participating
- Share best practices
- Very little statewide work; "heavy lifting" done by CCs

- Creating statewide dB now
- Grant-funded technology consultant to assist
- Funded by the Kresge Foundation

Virginia's Win-Win Project

- Fits with statewide "Achieve 2015" project
- 3 institutions now, 3 next; statewide later
- State has a true system-wide database w/ one student ID across all comm. Colleges
- General associate's degree statewide, but each school implemented it differently
- Classes, not policies, are barriers including:
  - Keyboarding, math and English

Win-Win in Louisiana

- Four institutions participating now; more later
- System-wide database being implemented
- Data sharing agreement w/ limited data
- Graduation fees may be a barrier – recommendation to waive/drop fee
- Recommended reviewing for other general degrees (e.g. AGS, AA)
- Student outreach: recommended phone

Florida's Win-Win Initiative

- System-wide online degree auditing & advising (facts.org)
- Statewide course numbering system
- Initial sort at state level; advocacy
- Schools did remainder of work

- Win-Win fit very well with statewide "Finish Up Florida" initiative (part of Complete College America Alliance)
- 3 schools; 3 degrees
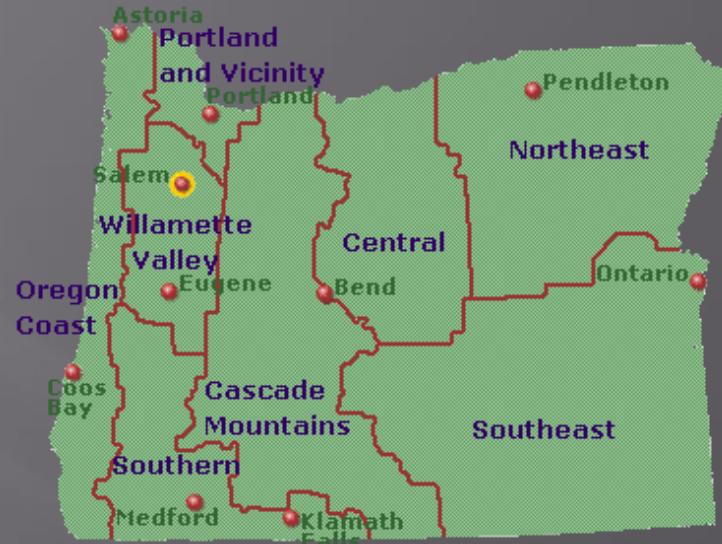
Wisconsin Win-Win Effort

- Univ Wisconsin system and Technical College System: total of 15 campuses involved
- Used liberal arts transfer degree
- Data storage conflicts hinder progress: standard & system-wide databases successful
- Initial screening at central state level
- Degree audits done at college level
- Automated degree audits successful
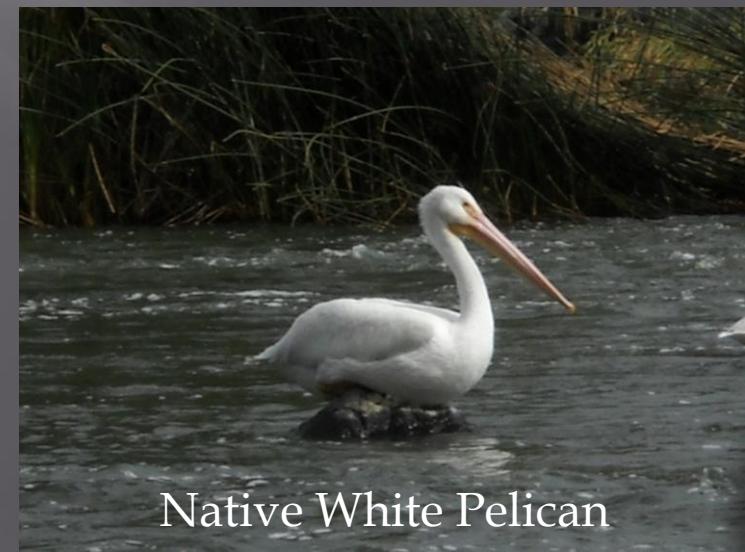
Win-Win in Missouri

- State agency role: facilitate, tech advice
- Challenges:
  - Choosing proper parameters for universe of interest
  - Mid-stream
- Statewide, but not unified data system
- Included 4 institutions, 1 private for-profit, 2 multi-campus urban comm. colleges
- Math requirement is biggest barrier
- Some schools required application to receive degree; some auto-awarded degree

Local Success

- Portland State University, "Last Mile Project"

- Chemeketa Community College
- Linn-Benton Community College
- Portland Community College
- Rogue Community College
- Lane Community College

Native White Pelican

Portland State U's Last Mile

- Shared vision was key: we should be already focused on student success; not a new idea
- Goal: graduate 50 additional students per year
- First round of student records (2005/09)
- Most students within 12 credits of graduation
- Financial holds barrier, overcome w/ funding
- Continuing this work into future
- Recommended:
  - Allow course substitutions; streamline process
  - Consider multiple degree types

Linn-Benton Community College

- Use Degree Runner degree audit system; support is "phenomenal"
- AAOT degree requirements coded w/ attribute that ties courses to requirement (e.g. Cultural Literacy)

- Scenario analysis of multiple degree types to see which is best for students
- Sustaining and rewarding quality
- Win-Win is an "opportunity"

Portland Community College

- Reviewed student records since 2008
  - 2008/09 found 879 students qualified for but not rcv'd a degree
  - Ea year they have awarded an additional 385 degrees, on avg
- Notified qualified students of degree earned

- In process of auto-awarding degrees with opt-out
- Reviews streamlined & cleaned up degree documentation
- Helping students tighten up their academic goals
- Financial holds were common – moving to pay before attend policy

Rogue C. C.

- Proactive stance: "Project Graduation"
- Started with Pathways and OTM
- Prior to Win-Win assessed records of students who wanted any certificate or degree
- "Intrusive advising"

RCC's
Innovator of the Year

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Rogue Community College

- Project Graduation allowed us to increase completions by 61%
- Looking forward to data warehouse to assist staff
- Adopted auto awarding degrees & certificates

- Are we missing the boat on telling students how valuable certificates and degrees really are??

Lane Community College

- "Initiative Central"
- Project Graduate More!
  - Engineering students
  - Then 30,000 records
  - 300 eligible for degrees
- Win-Win kicked started this process for us and allowed folks to ask tough questions

Rich Freund

Project Graduate More!
aka
"Rich Freund Project"

Lane C. C.

- Keep all impacted departments informed
- Improved systems:
  - College catalog
  - Degree requirements
  - Degree and transcript processes
  - Online application created
  - Auto-awarding degrees
  - Student self monitoring
- Students lock in major

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That's a wrap: Questions? Thank You!

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