

## Fostering a Future of Inclusion: A Conversation with the Board

**Participants:** Board members, Chancellor Pernsteiner, Vice Chancellors, Campus Presidents

**Presenter/Facilitator:** Yvette Webber-Davis, Director  
Education Policy and Inclusion

April 2006

The Oregon University System (OUS) continues to work diligently to find creative, resourceful, and effective ways to fulfill its mission of public higher education. As the Oregon State Board of Higher Education engages in a long-range planning process, there are opportunities to incorporate considerations of Oregon's increasingly varied population into the discussions and actions. In recent years, the Board has heard status reports on the progress within OUS toward more diverse representation in all segments of the system and, beyond the issues of representation, efforts to enhance the inclusion and engagement of all populations.

Increasingly, broad concepts of diversity in the populations that we serve – including race/ethnicity, national origin, multiracial identity, gender, socioeconomic status, geographic diversity (i.e., rural, urban, suburban, and locations beyond Oregon), language, disability, and age, among others – continue to emerge. In support of the Board's developing strategic framework, the purpose of this document is to stimulate discussion concerning **inclusive aspects** associated with Oregon's integrated educational system.

### Background

Pursuant to the language of desired "Outcomes and Goals," included in the Board's March 1, 2006, draft long range plan document:

*"OUS will endeavor to provide affordable access to high-quality postsecondary education for all qualified Oregonians, and encourage Oregonians from every income level, region, race, gender and ethnic background to seek such opportunities. In the evolving global environment, the pool of qualified Oregonians OUS will serve includes recent high school and community college graduates, a more ethnically diverse student population, and older Oregonians seeking postsecondary educational opportunities for economic or other reasons..."*

The Board continues to develop guiding principles within the long range plan that encompass multiple elements. For the purpose of this preliminary conversation relating to inclusive aspects within the long range planning process, this discussion will center around the guiding principles associated with an interconnected PK-20 educational system. Key factors in advancing the state's student-centered agenda include early and

adequate academic preparation to facilitate postsecondary achievement and success. In recognition of the growing and broadly defined diversity within the PK-14 pipeline, enhanced attention is given to outreach, encouragement, readiness, and ease of accessibility for a college education. Also, initiatives that seek to better integrate seamless secondary, community college, and OUS opportunities through multiple activities must include sustained and comprehensive attention to reach all populations.

## Converging Considerations

- ***Oregon Education Pipeline Demographics***

The most recent data available indicate the following.

### A. Profile of Oregon's public school K-12 Population:

The Hispanic/Latino population is growing dramatically, with anticipated projections that public school K-12 Hispanic/Latino students will increase to 27% (164,000) in 2020. During 2003-04, approximately 11% (60,000) of public school students spoke at least one of 138 different languages other than English; about 13% (71,000) were special education students; and, as one measure of socioeconomic status, approximately 40% qualified for free or reduced lunches. High school dropout rates continue to be of concern, with a total of 7,923 dropouts reported during 2003-04. Disproportionate rates by race/ethnicity exist, with dropout rates of 9.8% Hispanic/Latino, 8.3% Black/African American, 5.8% American Indian/Alaska Native, 3.4% Asian/Pacific Islander, and 3.8% Caucasian. Males represent nearly 56% of dropouts. (Oregon Department of Education)

Total Oregon public school K-12 students in fall 2004 -- 552,322

24% students of color

4.8% Asian/Pacific Islander (26,634)

3.2% Black/African American (17,410)

13.9% Hispanic/Latino (76,747)

2.2% American Indian (12,253)

3.4% Multiethnic (4,064)

2.7% Unknown (7,705)

72.5% Caucasian (400,167)

48.5% female

51.5% male

(Source: Oregon Department of Education)

**B. Profile of Oregon's Community College Population:**

Total students in fall 2004: 82,860

14.5% students of color

4.4% Asian/Pacific Islander (3,676)

2.2% Black/African American (1,800)

6.0% Hispanic/Latino (4,960)

1.9% American Indian/Alaska Native (1,536)

1.0% Nonresident Alien (790)

8.9% Unknown (7,404)

75.7% Caucasian (62,694)

56.7% female

43.2% male

(Source: IPEDS)

Detailed data by race/ethnicity and gender within OUS populations are included as an appendix to this document.

- ***Selected Factors Affecting Movement Through the PK-20 Pipeline***

Complex and multi-faceted considerations affect the ways in which people view higher education and the possibilities of educational access and opportunity. Although individual goals, motivations, and aspirations are difficult to measure, experience and research indicate several common themes – many of which are interconnected – relating to post-secondary access and opportunity. Often, a combination of multiple factors might construct difficult challenges, or even barriers, to progress. These include but are not limited to the following concerns (*grouped below into categories to promote discussion; however, overlapping concerns exist*).

- Social factors

- \* First generation college student status
- \* Recent immigrant/refugee status
- \* English language learners
- \* Rural isolation
- \* Experiential isolation

- Academic factors

- \* Foundational preparation prior to and through high school, including literacy skills
- \* Rigor of high school courses
- \* Lack of understanding about educational processes
- \* Negative educational experiences
- \* High achievers seeking additional challenges

- Challenges within the male population
  - Boys are more likely to—
    - \* Experience special education placements
    - \* Receive behavioral citations, including suspension/expulsion
    - \* Choose post-high school options other than college
- Personal factors
  - \* Self-esteem
  - \* Social skills, including interactions with adult “authority” figures
  - \* Confidence in academic abilities
  - \* Balancing school, work, and family responsibilities
  - \* Balancing cultural/family values and mores with personal aspirations
- Motivational factors
  - \* Role models
  - \* Interactions with those who encourage and advise
  - \* Sustained efforts by external entities
  - \* Knowledge of higher education opportunities
- Post-secondary “savvy”
  - \* Early exploration relating to talents, skills, interests
  - \* Understanding the connection between career goals and educational preparation
  - \* Understanding prerequisites and other requirements
  - \* Knowledge of how to “navigate” the system, including transitions between educational sectors (i.e., high school to post-secondary; 2-year to 4-year)
- Economic factors
  - \* Low income status
  - \* Sticker shock
  - \* Perceptions of ability to pay for higher education
  - \* Lack of resources
  - \* Financial management skills
  - \* Ease of access to technology (computers, Internet)

***Key discussion points: Given these factors, how does OUS 1) expand and apply effectively the concept of “seamlessness” to all populations, 2) give appropriately focused dimension to the collaborations with Oregon’s other education sectors toward common goals, and 3) encourage student success within increasingly complex educational environments?***

- ***Strengthening the Educator/Student Pipeline Infrastructure***

In addition to the System's focus on educational alignment, dual enrollment, articulation agreements, and other initiatives designed to ease the ways in which students move through and within Oregon public education, OUS works both internally and collaboratively with other state partners to address educator preparation issues.

*Core concepts:*

1. *Preparing educators to address effectively the state's multidimensional PK-12 educational needs*
2. *Actively participating in an integrated and "reciprocal" educational environment with statewide partners (i.e., moving students through the PK-20 system, through educator preparation programs, and back into PK-12 schools as educators)*
3. *Contributing to educational environments that seek to promote for all students at all levels the sense that they can develop the skills and have the encouragement to be successful (i.e., "you can do it")*

*Selected examples:*

- Educator preparation initiatives within OUS Colleges/Schools of Education, and in cooperation with other education entities
  - \* Outreach to enhance, among other factors, the racial/ethnic, gender, and socioeconomic diversity of candidates
  - \* Preparation of candidates to work effectively in increasingly diverse environments
  - \* Consistent with the state's high-need areas for teachers, enhanced focus on ESL, math/science, and special education
- Statewide Education Pathways for Teachers Project
  - \* Creation of advising materials to assist students and advisors in navigating the various paths toward becoming a teacher
  - \* Early connection and encouragement with high school and community college populations
  - \* Curricular initiatives (led by the Joint Boards Articulation Commission)
- Campus-specific initiatives, including articulation agreements with community colleges that focus on teacher preparation, local district/school connections, etc.

- **Connecting with Oregon's Communities**

Core concepts:

1. *Reaching multiple populations within Oregon to promote post-secondary awareness*
2. *Motivating and encouraging those in the K-14 sector (and others) toward university-level pursuits, particularly if they experience challenges to higher education access and opportunity*
3. *Providing opportunities for engagement surrounding post-secondary possibilities and pursuits (i.e., "we want you to do it")*

Selected examples:

- OUS *Lift Every Voice* newsletter
- Campus-specific initiatives, including local, regional, and statewide connections

- **Enhancing Campus Environments**

Core concepts:

1. *Promoting retention through a variety of student-related opportunities*
2. *Encouraging campus-wide commitments to awareness, receptivity, and responsiveness*
3. *Encouraging a sense of fellowship (i.e., "we seek to create environments that assist your success")*

Selected examples:

- Campus climate initiatives
- Retention initiatives

- **Infusion of Inclusive Concepts throughout OUS and within Campus Portfolio Frameworks**

Attention to inclusive post-secondary educational issues has long been a part of certain highly successful student-focused programs, such as TRIO, GEAR UP, etc. However, given the magnitude of challenges and barriers to post-secondary education facing many Oregonians, reliance on a few programs to motivate students and increase access and opportunity is an inadequate approach. It is not so much that the state needs brand new approaches to the issues; rather, proactive and creative approaches must be **infused throughout** OUS and PK-20 efforts, particularly within an era of limited fiscal resources. In addition to state-level and System initiatives, mission-related and flexible approaches that connect with specific campus foci will assist in maximizing OUS efforts toward enhanced student success.

YWD/AprilBoarddiscussion.doc

## OUS System Total Enrollment<sup>1</sup> by Racial/Ethnic Group

### Ten Year Trend (1995-2005)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/ Unspecified Race*		International		OUS Totals
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Fall 2005	1,548	1.9%	1,097	1.4%	5,273	6.5%	3,115	3.9%	58,834	72.7%	7,254	9.0%	3,767	4.7%	80,888
Fall 2000	1,132	1.6%	868	1.2%	4,559	6.6%	2,259	3.2%	51,126	73.6%	5,633	8.1%	3,931	5.7%	69,508
Fall 1995	950	1.5%	885	1.4%	3,792	6.2%	1,831	3.0%	45,592	74.0%	4,417	7.2%	4,147	6.7%	61,614

<sup>1</sup> Includes extended enrollment students and credit at all levels.

\* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

**Source:** OUS Institutional Research Services, fall fourth-week enrollment reports

## OUS System Enrollment of First Time Freshmen by Racial/Ethnic Group Ten Year Trend (1995-2005)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/ Unspecified Race*		International		OUS Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Fall 2005	192	2.0%	142	1.4%	754	7.7%	429	4.4%	7,429	75.6%	643	6.5%	236	2.4%	9,825	
Fall 2000	149	1.6%	121	1.3%	761	8.3%	333	3.6%	7,143	77.5%	504	5.5%	200	2.2%	9,211	
Fall 1995	132	1.7%	150	1.9%	504	6.5%	271	3.5%	6,187	79.8%	293	3.8%	214	2.8%	7,751	

\* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

**Source:** OUS Institutional Research Services, fall fourth-week enrollment reports

Students who transfer with 12 credits or more are excluded unless they graduated from high school in spring of the college entrance year.



## OUS Degrees Awarded<sup>1</sup> by All Levels and Racial/Ethnic Group

### Ten Year Trend (1995-2005)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/ Unspecified Race*		International		OUS Totals
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>2004-2005</b>	271	1.6%	180	1.1%	949	5.7%	518	3.1%	12,553	74.8%	1,116	6.7%	1,187	7.1%	16,774
<b>1999-2000</b>	187	1.4%	175	1.3%	742	5.4%	397	2.9%	10,168	74.3%	909	6.6%	1,108	8.1%	13,686
<b>1994-1995</b>	133	1.1%	143	1.2%	581	4.7%	263	2.1%	9,249	74.5%	896	7.2%	1,153	9.3%	12,418

<sup>1</sup> Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

\* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

**Source:** OUS Institutional Research Degrees Awarded by Award Level, Discipline, Ethnicity, and Gender

### OUS System Total Enrollment<sup>1</sup> by Gender Ten Year Trend (1995-2005)

	Male		Female		OUS Totals
	N	%	N	%	N
<b>Fall 2005</b>	37,680	46.6%	43,208	53.4%	80,888
<b>Fall 2000</b>	32,238	46.4%	37,270	53.6%	69,508
<b>Fall 1995</b>	30,085	48.8%	31,529	51.2%	61,614

<sup>1</sup> Includes extended enrollment students and credit at all levels.

**Source:** OUS Institutional Research Services, fall fourth-week enrollment reports

### OUS Degrees Awarded<sup>1</sup> by Gender Ten Year Trend (1995-2005)

	Male		Female		OUS Totals
	N	%	N	%	N
<b>2004-2005</b>	7,483	44.6%	9,291	55.4%	16,774
<b>1999-2000</b>	6,204	45.3%	7,482	54.7%	13,686
<b>1994-1995</b>	6,110	49.2%	6,308	50.8%	12,418

<sup>1</sup> Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

**Source:** OUS Institutional Research Degrees Awarded by Award Level, Discipline, Ethnicity, and Gender

## OUS Full Time Ranked Instructional Faculty by Racial/Ethnic Group

### Ten Year Trend (1995-2005)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/ Unspecified Race*		International		OUS Totals
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>Fall 2005</b>	39	1.5%	20	0.8%	155	6.0%	63	2.5%	1,972	76.9%	171	6.7%	146	5.7%	2,566
<b>Fall 2000</b>	35	1.5%	17	0.7%	127	5.3%	55	2.3%	2,011	83.6%	102	4.2%	59	2.5%	2,406
<b>Fall 1995</b>	18	0.8%	12	0.5%	87	3.7%	48	2.0%	2,081	88.0%	86	3.6%	34	1.4%	2,366

\* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

**Source:** OUS Institutional Research Services, end-of-October payrolls

## OUS Full Time Ranked Instructional Faculty by Gender Ten Year Trend (1995-2005)

	Male		Female		OUS Totals
	N	%	N	%	N
<b>Fall 2005</b>	1,594	62.1%	972	37.9%	2,566
<b>Fall 2000</b>	1,559	64.8%	847	35.2%	2,406
<b>Fall 1995</b>	1,706	72.1%	660	27.9%	2,366

**Source:** OUS Institutional Research Services, end-of-October payrolls

## OUS Faculty and Staff by Racial/Ethnic Group

### Five Year History (2001-02 to 2005-06)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/ Unspecified Race*		International		OUS Totals
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>2005-06</b>	194	1.5%	143	1.1%	515	4.0%	360	2.8%	10,664	82.0%	635	4.9%	495	3.8%	13,006
<b>2004-05</b>	189	1.5%	134	1.1%	484	3.9%	329	2.6%	10,352	82.6%	620	4.9%	423	3.4%	12,531
<b>2003-04</b>	189	1.5%	129	1.1%	449	3.7%	299	2.4%	10,163	83.0%	647	5.3%	372	3.0%	12,248
<b>2002-03</b>	184	1.5%	129	1.0%	434	3.5%	285	2.3%	10,319	83.1%	683	5.5%	379	3.1%	12,413
<b>2001-02</b>	163	1.3%	131	1.1%	438	3.6%	295	2.4%	10,309	83.7%	658	5.3%	325	2.6%	12,319

\* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

Faculty/Staff totals do not include graduate assistants, research assistants, and medical interns

**Source:** OUS Institutional Research Services, end-of-October payrolls

## OUS Faculty and Staff by Gender

### Five Year History (2001-02 to 2005-06)

	Male		Female		OUS Totals
	N	%	N	%	N
<b>2005-06</b>	5,977	46.0%	7,029	54.0%	13,006
<b>2004-05</b>	5,757	45.9%	6,774	54.1%	12,531
<b>2003-04</b>	5,669	46.3%	6,579	53.7%	12,248
<b>2002-03</b>	5,791	46.7%	6,622	53.3%	12,413
<b>2001-02</b>	5,740	46.6%	6,579	53.4%	12,319

Faculty/Staff totals do not include graduate assistants, research assistants, and medical interns

**Source:** OUS Institutional Research Services, end-of-October payrolls