

## NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of Board of Trustees of the University of Oregon will hold the following public meeting(s):

**Monday, March 16, 2020 at 10:00 a.m.**

Ford Alumni Center Giustina Ballroom

Subjects of the meeting will include: UO Career Center, student success initiatives, an overview of PathwayOregon, UO-OHSU partnerships, testing in admissions, accreditation, and the College of Education's 2020 teacher training biennial report.

This meeting will be webcast, with a link available at <https://trustees.uoregon.edu/meetings>.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing [trustees@uoregon.edu](mailto:trustees@uoregon.edu). Please specify the sign language preference.

**Board of Trustees | Academic and Student Affairs Committee**  
**March 16, 2020 | 10:00 a.m.**  
**Ford Alumni Center Giustina Ballroom**

**Convene Public Meeting**

- Call to order, roll call, verification of a quorum
  - Approval of Minutes from December 2019 and January 2020
  - Provost's Report
- 1. College of Education's Institutional Plan for Educator Equity in Teacher Preparation - Update:** Randy Kamphaus, dean of the College of Education; Dianna Carrizales-Engelmann, director of Administration.
  - 2. Accreditation - Mid-Cycle Report:** Ron Bramhall, associate vice provost for academic excellence; Chuck Triplett, associate vice president for academic infrastructure and accreditation liaison officer.
  - 3. UO Career Center:** Paul Timmins, executive director
  - 4. Student Success – Measuring Outcomes:** Doneka Scott, vice provost for undergraduate education and student success; Kevin Marbury, vice president for student life; Elliot Berkman, professor of psychology and vice president of the University Senate; Michael Griffel, assistant vice president and director of University Housing; and Paul Timmins, executive director of the UO Career Center.

*Recess meeting for executive session / lunch.*  
*Reconvene approx. 1:30 p.m.*

- 5. PathwayOregon Overview:** Jim Brooks, associate vice president and director of financial aid; Doneka Scott, vice provost for undergraduate education and student success.
- 6. UO-OHSU Partnerships:** Patrick Phillips, provost and senior vice president; David Conover, vice president for research and innovation; Bill Cresko, professor and executive director of the Data Science Initiative.
- 7. Standardized Tests in Admissions:** Jim Rawlins, assistant vice president for admissions; Janet Woodruff-Borden, executive vice president for academic affairs.

***Meeting Adjourned***



## **Agenda Item #1**

### **College of Education's Biennial Institutional Plan for Educator Equity in Teacher Preparation**

ORS 342.437(1) provides that “the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.”

ORS 342.447(1) stipulates that “the Higher Education Coordinating Commission shall require each public educator program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.” Such plans are currently due to the HECC every two years.

The University of Oregon’s College of Education (COE) has a public teacher education program and is thus subject to this requirement. The COE has developed the University of Oregon’s biennial institutional plan as required.

ORS 342.447(2) further stipulates that the HECC must review the plans for “adequacy and feasibility with the governing board.” HECC has interpreted this to mean that the governing board should review the plan first, prior to its submission to the HECC.

The Academic and Student Affairs Committee is the proper committee to conduct such a review on behalf of the Board of Trustees, as it did in April 2018 and April 2016.

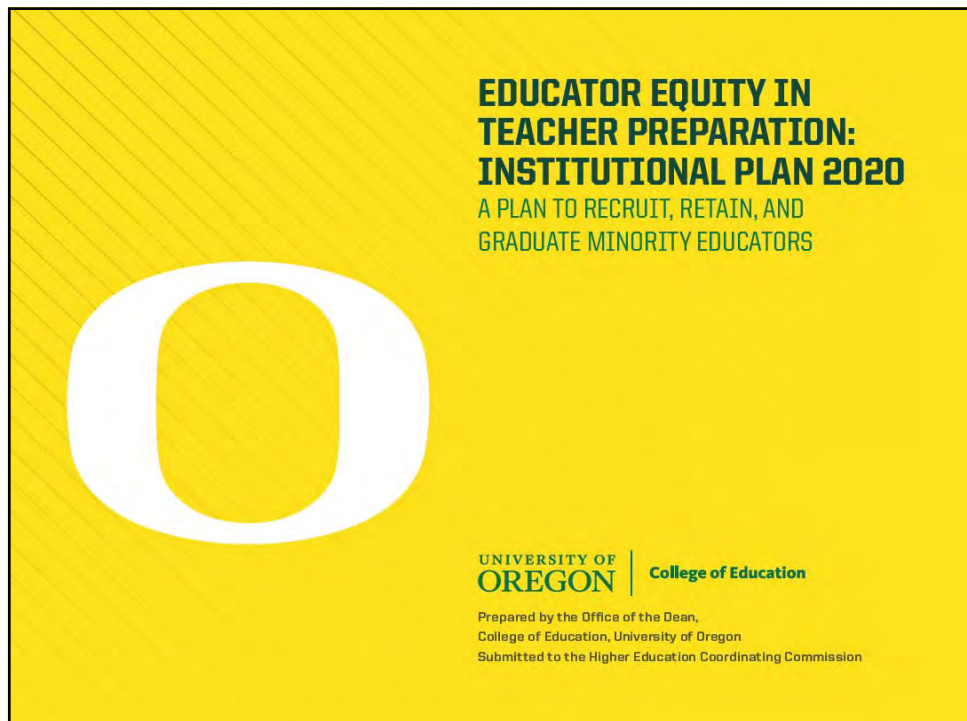
The COE’s 2020 plan is provided at the end of this packet under supplemental materials for your review. COE leadership will be available at ASAC to answer any questions and their slides follow this summary.

# College of Education Educator Equity Plan and Report 2020

Presented by:

Dianna Carrizales-Engelmann PhD, Assistant Dean for Administration,  
Director of Equity and Inclusion

Randy Kamphaus, PhD, Dean, Professor



**EDUCATOR EQUITY IN  
TEACHER PREPARATION:  
INSTITUTIONAL PLAN 2020**  
A PLAN TO RECRUIT, RETAIN, AND  
GRADUATE MINORITY EDUCATORS

UNIVERSITY OF  
**OREGON** | College of Education

Prepared by the Office of the Dean,  
College of Education, University of Oregon  
Submitted to the Higher Education Coordinating Commission

## Oregon's Educator Equity Act

- The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
- PSU
- EOU
- OSU
- WOU
- SOU
- UO (May 14<sup>th</sup>)

## Importance of Having Teachers Who Look Like Their Students

- Teachers of color boost the academic performance of students of color.
- Students of color, along with white students, report having positive perceptions of their teachers of color.
- Teachers of color are resources for students in hard-to-staff schools.
- Greater diversity of teachers may mitigate feelings of isolation, frustration and fatigue that lead individual teachers of color to leave the profession.
- <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

## College of Education Departments and Programs

- **Counseling Psychology and Human Services**
  - Counseling Psychology
  - Couples and Family Therapy
  - Family and Human Services
  - Prevention Science
- **Educational Studies**
  - Critical and Sociocultural Studies in Education
  - UOTeach Curriculum and Teaching
  - Curriculum and Teacher Education
  - Educational Foundations
- **Special Education and Clinical Sciences**
  - Communication Disorders and Sciences
  - School Psychology
  - Special Education
- **Educational Methodology Policy and Leadership**
  - Administrator License Program
  - Educational Leadership
  - Quantitative Research Methods
  - Leadership + Administrative Skills

## 21 Individual Strategies

- Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County
- Facilitate Alaska Native / American Indian CoE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education.
- Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity
- Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body
- Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups.
- Develop new courses and degree programs with other UO academic units.
- Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.
- Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities
- Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline
- **Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices**
- Facilitate CoE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)
- **Expand recruitment/advertisement efforts of faculty and staff positions**
- Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.
- Facilitate faculty and Graduate Employees (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.
- Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies
- Implement a review of key student learning and performance assessments for bias
- Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services.
- Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)
- Provide learning environments that are inclusive and connect students with peers and faculty.
- Develop global partnerships that allow students to study in different languages and cultures.
- **Encourage, support and facilitate the instructional, research, outreach, and service excellence in all of our faculty.**

## Spirit of Continuous Improvement

- Be better
- Recruit better
- Admit better
- Partner better

## Importance of Having Teachers Who Look Like Their Students

- Teachers of color boost the academic performance of students of color.
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- Teachers of color are resources for students in hard-to-staff schools.
- Greater diversity of teachers may mitigate feelings of isolation, frustration and fatigue that lead individual teachers of color to leave the profession.
- <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

## Focus on Faculty Hiring in the UOCoe

- **Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices**
  - Required Implicit Bias Training
  - Inclusive committees
  - Search advocacy principles
  - Program specific trainings and preparation
- **Expand recruitment/advertisement efforts of faculty and staff positions**
  - Word of mouth
  - Target of Opportunity
  - Specific recruitment to associations such as AAHHE, AABHE, NRDSF, BPN
- **Encourage, support and facilitate the instructional, research, outreach, and service excellence in all of our faculty.**
  - Professional Development funds
  - Start up packages



## UOCoE Hiring 2015 - 2019

- 2015 2/6 (33%) TTF hired were faculty of color,
- 2016 2/9 (22%) TTF hired were faculty of color
- 2017 2/4 (50%) TTF hired were faculty of color
- 2018 0/1 (0%) TTF hired were faculty of color
- 2019 4/5 (80%) TTF hired were faculty of color
- 2020 1/1 (100%) TTF hired were faculty of color

Thank you

- Dianna Carrizales-Engelmann [dcarriza@uoregon.edu](mailto:dcarriza@uoregon.edu)
- Randy Kamphaus [randyk@uoregon.edu](mailto:randyk@uoregon.edu)

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## **Agenda Item #2**

### **Accreditation: Mid-Cycle Report**

The University of Oregon is halfway through its seven-year accreditation cycle with the Northwest Commission on Colleges and Universities (NWCCU). The written mid-cycle report is due on March 16. The mid-cycle accreditation review is meant to gauge progress toward the objectives established by the institution at the onset of the accreditation cycle and to ascertain the institution's readiness to complete the Year Seven self-evaluation and peer-evaluation.

The final report will be added to this packet under supplemental materials.

The purpose of this Academic and Student Affairs Committee update is to make sure relevant portions of that report are highlighted for and discussed with trustees. Much of the information provided in the report is not new to you—it has been presented to ASAC in under various topics over the last few years.

Following submission of the report to NWCCU, the UO will host visiting evaluators on campus in April. Thank you to the trustees—Ross Kari, Ginevra Ralph, and Mary Wilcox—who have agreed to participate in the April 20 visit with these evaluators.



# Accreditation Update

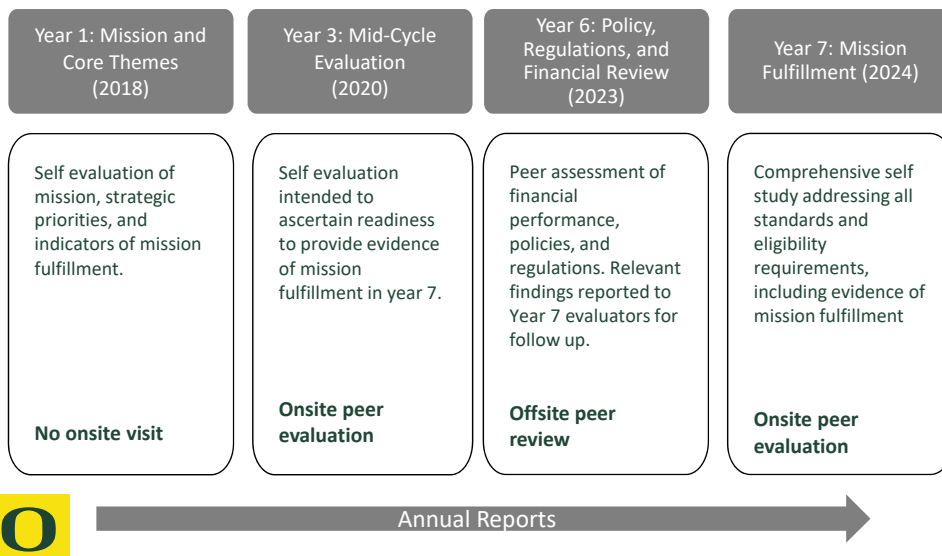
Board of Trustees Meeting  
March 16, 2020

## **Regional Accreditation**

- Northwest Commission on Colleges and Universities
- Continuously accredited since 1918
- Reaffirmed in July 2017
- Regional accreditation is not partial
- Initiated a new 7-year accreditation cycle in 2018



## Accreditation Cycle (2018-2024)



## Standards of Accreditation (2020-)

### Standard 1: Student Success and Institutional Mission and Effectiveness

- Institutional Mission
  - *Exceptional Teaching*
  - *Exceptional Discovery*
  - *Exceptional Service*
- Institutional Effectiveness
- Student Learning
- Student Achievement

### Standard 2: Governance, Resources, & Capacity

- Governance
- Policies and Procedures
- Institutional Integrity
- Financial Resources
- Human Resources
- Student Support Resources
- Library and Information Resources
- Physical and Technology Infrastructure

## Mid-Cycle Report Highlights

- Essential elements of report
  - Overview of institutional assessment plan
  - Representative example of assessment activities
  - Planning for Year 7 comprehensive evaluation
- Core education redesign
- Teaching evaluation changes
- Analysis of core themes, objectives, and indicators

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## Core Education Changes

### OLD Areas of Inquiry

Arts and  
Letters  
(4 courses  
required)

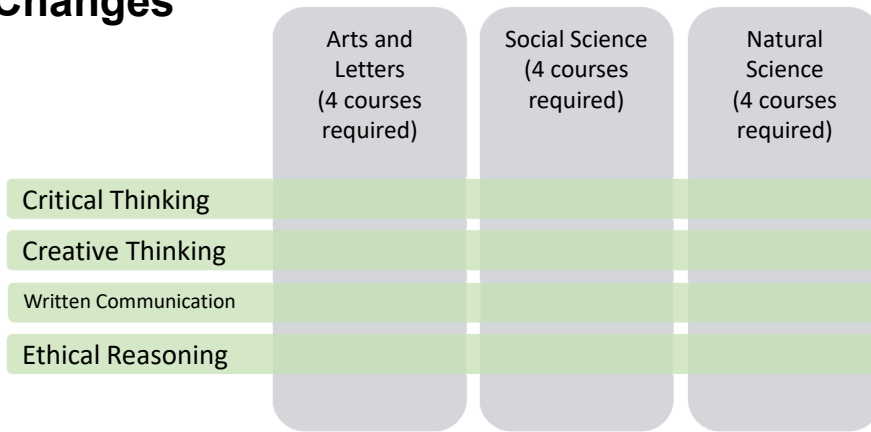
Social Science  
(4 courses  
required)

Natural  
Science  
(4 courses  
required)

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## Core Education Changes

### OLD Areas of Inquiry

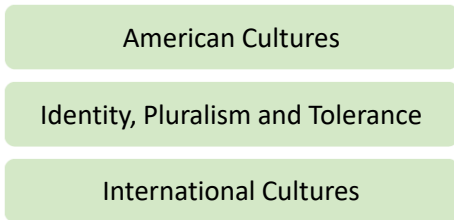


Mission-aligned learning goals that provide a more purposeful and cohesive Core Education Curriculum for students and drives improved pedagogy.



### OLD Multicultural

(Students take course in two of three)

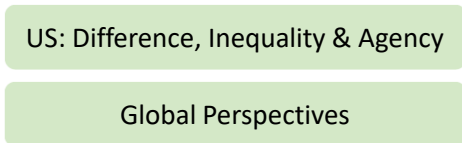


## Core Education Changes

### NEW

### Cultural Literacy

(Students take one course in each)





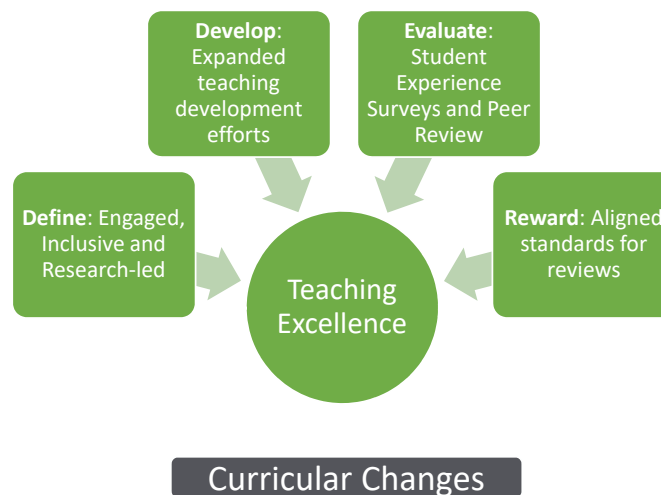
## Teaching Excellence

**Goal:** to improve the classroom experience for students by increasing use of evidence-based teaching practices

To do this on a large scale, have to approach it from multiple perspectives:

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## Teaching Evaluation Changes



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## Core Theme Analysis

- Comprehensive review of objectives and indicators
- Core “theme teams”
  - Core theme 1: Exceptional Teaching and Education
  - Core theme 2: Exceptional Discovery
  - Core theme 3: Exceptional Service
- Objectives and indicators remain relevant priorities

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## Objective I.A Improve student progress toward degree

Indicator I.A.2: Average time to completion

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
TTD (years)	4.26	4.23	4.19	4.20	4.14	4.13	4.05
Graduates	3,077	3,052	3,194	3,180	3,313	3,183	3,393

### Campus Initiatives and Accomplishments

- On Track, On Time campaign
- 4-year degree plans
- Major declaration policy

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## Objective II.A Increase faculty capacity to submit competitive grant proposals

Indicator II.A.3-4 Number and value of awards received from external sponsors

		FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Number		514	536	560	576	685			
Target	High						700	750	800
	Low						600	600	600
Value		\$115M	\$117M	\$115M	\$123M	\$126M			
Target	High						\$135M	\$145M	\$155M
	Low						\$120M	\$125M	\$130M

### Campus Initiatives and Accomplishments

- Research Development Services (RDS) Office
- Seed funding programs with OHSU



## Objective III.A Contribute to the economic vitality of the state and region

Indicator III.A.1: Economic footprint of the university

	FY14	FY16	FY18
Actual	\$2.3B	\$2.2B	\$2.2B

### Campus Initiatives and Accomplishments

- Construction impacts
- Research expenditures and innovations
- Tourism activity



## Next Steps

- Submit Mid-Cycle Report to NWCCU this week
- Welcome evaluators onsite April 20-21, 2020
- Transition to new Standards
- Prepare for Year 6 and Year 7 reporting requirements



Thank you.

Any Questions?



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OREGON

Office of the Provost



## **Agenda Item #3**

**UO Career Center**

# UNIVERSITY CAREER CENTER



**Paul Timmins, Executive Director**



## Gen Z Career Goals and Expectations



**38%**  
would like to be self-employed.  
40% would prefer to work  
for a company.



**More than 50%**  
expect to do a job that  
doesn't exist yet.



**Almost 1 out of 3**  
are unsure or worried about  
starting a career, or don't know  
what type of career they want.



**44%**  
would rather be unemployed  
than work at a job they  
don't love.

Source: 2019 YouGov Survey Responses of Gen Z Students

## Gen Z Career Goals and Expectations

**When asked what drives their job selection, graduates say the most important factors are:**



**1** Contributing to the greater good



**2** Work/life balance



**3** Compensation

Source: 2019 YouGov Survey Responses of Gen Z Students



UNIVERSITY CAREER CENTER

**CAREER READY**



## Our students are Career Ready when...

- They can demonstrate NACE competencies
- They have a depth of knowledge in their discipline

**BROAD**

Ability to work outside core discipline

**DEEP**

Disciplinary expertise



## What success looks like

- Every UO graduate has a job or satisfactory employment outcome upon graduation (first-job ready)
- Every UO graduate has competencies that contribute to a lifetime of career success (career ready)





UNIVERSITY CAREER CENTER

## Career Readiness Initiative

Ensuring that all Ducks are Career Ready

- Strong career services must be available for students (and employers)
- A campus-wide ecosystem fosters student career readiness (shared goals)



UNIVERSITY CAREER CENTER

## STRONG CAREER SERVICES



## The reimagined University Career Center

- Consultants provided recommendations in 2018
- Hired new staff in 2019 in alignment with recommendations



## Services aligned with campus partners

- Undergraduate Education and Student Success Flight Path model
- Tykeson College and Career Advising Office
- College of Arts and Sciences
- College- and school-specific career services



## Services include:

- **Career readiness coaching—supports career implementation**
  - Help students secure internships and full-time employment
  - Resumes, cover letters, interview preparation, networking
- **Employer Engagement**
  - Want employers to hire our students—and teach our students
  - “Concierge” service—help employers connect with university resources to meet their hiring needs
- **Leading campus-wide efforts**
  - Handshake, the UO job and internship database
  - General job and internship fairs



# CAMPUS-WIDE ECOSYSTEM



## Campus-wide ecosystem

- Students consider careers during their first year on campus
- The UO uses clear, consistent messaging about career readiness expectations
- Career reflection is woven into advising
- Faculty helps students connect classroom learning with the competencies employers are seeking
- Students obtain internships or other meaningful career readiness experiences
- Alumni support students in learning about career options and finding opportunities
- Students reflect on how their education (in and out of class) helps them build competencies

## QUESTIONS?

University Career Center  
Tykeson Hall 050  
541-346-3235  
[career@uoregon.edu](mailto:career@uoregon.edu)  
[career.uoregon.edu](http://career.uoregon.edu)





# UNIVERSITY OF OREGON CAREER CENTER

The University Career Center empowers, prepares, and educates students for their lifelong process of career success.

Tykeson Hall 050

541-346-3235

[career@uoregon.edu](mailto:career@uoregon.edu)





## WHAT WE DO

The University Career Center serves as the gateway to career services at the University of Oregon, to ensure graduates are not only prepared for their first job, but for a lifetime of career success.

The center assists UO students in developing long-term career readiness, facilitating self-exploration and discovery, connecting with potential employers, and providing comprehensive job search services and resources to students and alumni.

### PRIORITIES FOR 2020

- Students from all diverse backgrounds are supported with building the career management competency.
- We utilize Flight Paths as a framework to teach students about careers and to connect them with useful resources.
- Handshake is used as effectively as possible.
- We will utilize employers and alumni as experts who will teach UO students about careers.
- Career readiness is fostered across campus.

### 2018-19 ACADEMIC YEAR

**2,208**  
students  
attended  
career fairs

**47%**  
of students  
attending  
career fairs  
were CAS  
majors

**1,005**  
students  
attended  
Career Center  
workshops



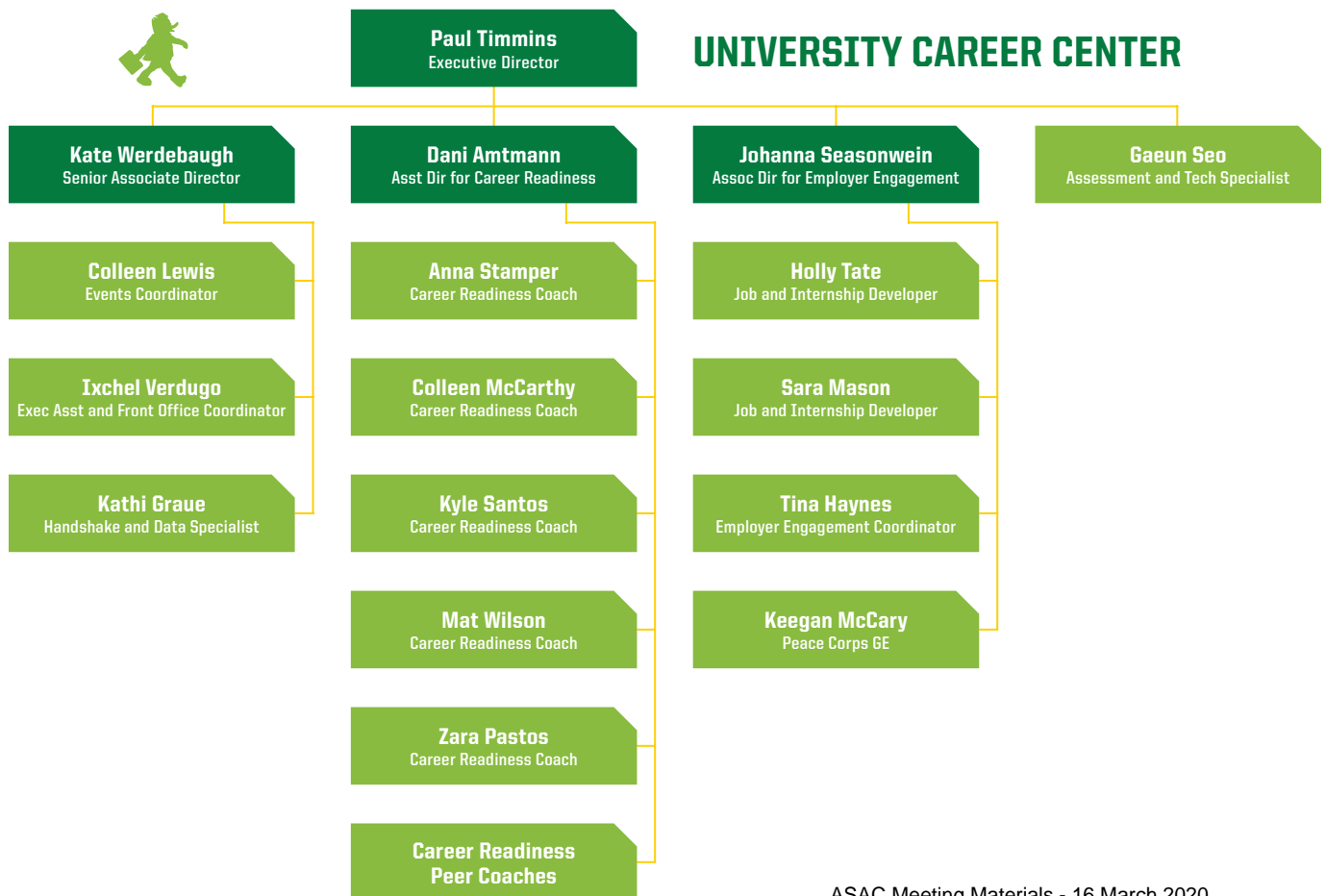
# UNIVERSITY CAREER CENTER

## PAUL TIMMINS EXECUTIVE DIRECTOR

Paul is the executive director of the University Career Center, where he leads efforts to promote career readiness for students at the UO. Formerly Paul was the director of the career services office in the University of Minnesota’s College of Liberal Arts, where he helped to lead both a significant expansion of the career services office and a college-wide effort to empower faculty and staff to help students develop their career competencies.

Paul is a former president of the National Career Development Association (NCDA). NCDA is the oldest professional association for career development practitioners, and currently has 5,000 members around the world. He is a recipient of the University of Minnesota’s John Tate Award for Excellence in Undergraduate Advising as well as the Career Educator of the Year Award given by the Big Ten Career Services Consortium.

He earned his bachelor’s degree in speech communication and marketing from the University of St. Thomas (Minnesota) and a master’s in higher education and student affairs from Indiana University.





## STUDENT SUPPORT SERVICES

# CAREER READINESS COACHING

Career coaches provide career preparation to students individually through appointments and to the broader campus community through assigned liaison roles, remote drop-in, partnerships with faculty, and involvement in other educational outreach events. They also partner with the Employer Engagement Team to co-create and support University Career Center events. In addition, coaches also serve on a team with academic and career advisors (ACAs) in assigned Flight Paths to provide, educate, and share in-depth knowledge of the career fields and opportunities connected to the Flight Path majors, and ultimately, the relationship between career and major choice.



Coaches also collaborate with ACAs to share best practices related to career readiness and employer and industry trends.

## DANI AMTMANN

### ASSISTANT DIRECTOR FOR CAREER READINESS

Dani is a member of and provides leadership and direction for the University Career Center's Career Readiness Coaching team. Dani has worked at the center for more than a decade in various roles, with helping students always being in the forefront of her work. Prior to joining the center, she worked in a variety of different careers including woodworking, help desk support, technical writing, supply chain management, recycling and waste management, and eventually career counseling. Her variety of experience has been helpful in assisting students explore their interests and navigate the world of work. Dani earned her bachelor of arts degree in psychology from the University of California at Santa Cruz and 10 years later earned her masters of arts in counseling from Eastern Michigan University.



### CAREER READINESS COACHES

Anna Stamper, Colleen McCarthy, Kyle Santos, Mat Wilson, and Zara Pastos





## STUDENT SUPPORT SERVICES

# EMPLOYER ENGAGEMENT SUPPORT

The University of Oregon Career Center's Employer Engagement Team connects today's employers with tomorrow's leaders. We build relationships with employers and alumni to provide robust career and learning opportunities for UO students and facilitate a variety of engagement opportunities, including on-campus recruitment, networking events, company site visits, student club and class presentations, mock interviews, workshops, and other programs. Our team also works with local and regional employers to develop part-time jobs, internships, and experiential learning opportunities for students to discover career paths and gain valuable skills while in school. We analyze current hiring trends, student interests, and student values to ensure that we develop strong



relationships with the right mix of employers. Key employer partners engage more deeply with UO students through our Partner Program, which provides exclusive benefits for recruitment, brand awareness, and student engagement.

### JOHANNA SEASONWEIN, PHD ASSOCIATE DIRECTOR OF EMPLOYER ENGAGEMENT

Johanna provides leadership and strategic direction for the Employer Engagement Team and oversees the Career Center's on-campus recruiting programs and events. Johanna cultivates relationships with key employers and alumni to provide robust opportunities for students to discover, prepare for, and succeed in the world of work. She also serves as the primary liaison for the University Career Center's Partner Program, which invites select employers to engage more deeply with UO students and build their brand on campus.

Johanna's background includes managing her own communications and leadership consultancy, public relations and management consulting, working in museums as a curator and educator, and teaching at several prestigious universities in the US. She earned her bachelor's degree in art history from Johns Hopkins University and her MA, MPhil, and PhD in art history from Columbia University. She is passionate about the value of a liberal arts education as well-rounded preparation for career success.



### EMPLOYER ENGAGEMENT TEAM

Holly Tate and Sara Mason, Job and Internship Developers; Tina Haynes, Employer Engagement Coordinator



## STUDENT SUPPORT SERVICES

# ADMINISTRATION AND OPERATIONS

The operations team takes care of the administrative foundational pieces that enable the University Career Center staff to support the career readiness of UO students. The team manages Handshake, a national job- and career-readiness support portal that allows students the opportunity to find part-time jobs, internships, and full-time career positions as well as

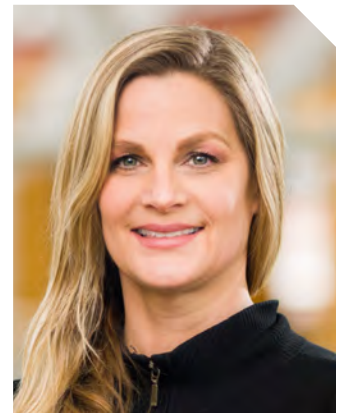
connect to other University Career Center resources. The team also coordinates event planning for the campus—including major career fairs and events that connect UO students with employers—and supports marketing and communications, assessment and data collection, finance and human resources, and general operations for the department.

### KATE WERDEBAUGH SENIOR ASSOCIATE DIRECTOR

Kate manages the operations of the University Career Center, including oversight of marketing and communications, assessment and data collection, technology, human resources and fiscal management, and provides the executive director with high-level support on a broad range of issues that cross all aspects of the center.

Before joining the university, Kate served as HR director for a large recruiting firm. During her early career she worked in recruiting and employer engagement as well as the consumer credit industry.

Kate is a proud Duck and a graduate of the University of Oregon College of Arts and Sciences with a bachelor of arts in English, and is thrilled to be a part of supporting career success for UO students.



### ADMINISTRATION AND OPERATIONS TEAM

Colleen Lewis, Events Coordinator; Ixchel Verdugo, Executive Assistant/Front Office Coordinator; Kathi Graue, Handshake and Data Specialist

## Handshake

**47,314**  
jobs posted to the  
UO since launch

**46,257**  
applications  
submitted by UO  
students since  
launch

**14,400**  
student resumes  
uploaded in  
Handshake

**9,500**  
employers joined  
the UO in  
Handshake

**2,500**  
internships  
currently posted

# CAREER READINESS

## for the New College Graduate

### A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

*Definition:*  
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

## COMPETENCIES:

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

## USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

## NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at [www.naceweb.org/career-readiness/competencies/career-readiness-resources](http://www.naceweb.org/career-readiness/competencies/career-readiness-resources).



**The National Association of Colleges and Employers**  
*Advancing college talent together*

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships — NACE connects more than 9,000 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,200 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

[www.naceweb.org](http://www.naceweb.org)

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## **Agenda Item #4**

### **Student Success: Measuring Outcomes**

# Measuring UO Student Success

**Board of Trustees  
March 2020**

**Doneka R. Scott**, Vice Provost, Undergraduate Education and Student Success

**Elliot Berkman**, Associate Professor, Psychology; Vice President, University Senate

**Michael Griffel**, Assistant Vice President, Student Services and Enrollment Management

**Kevin Marbury**, Vice President, Student Life

**Paul Timmins**, Executive Director, University Career Center

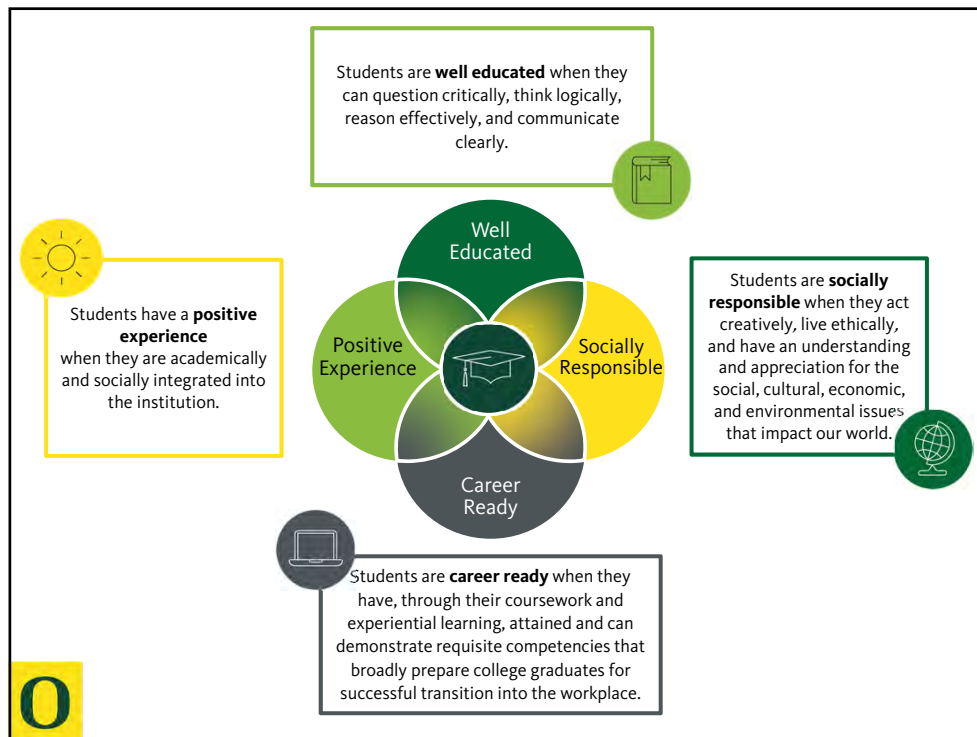
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## Student Success Definition

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Our students will **graduate** from the University of Oregon having had a **positive experience** and will be **well educated, socially responsible, and career ready.**

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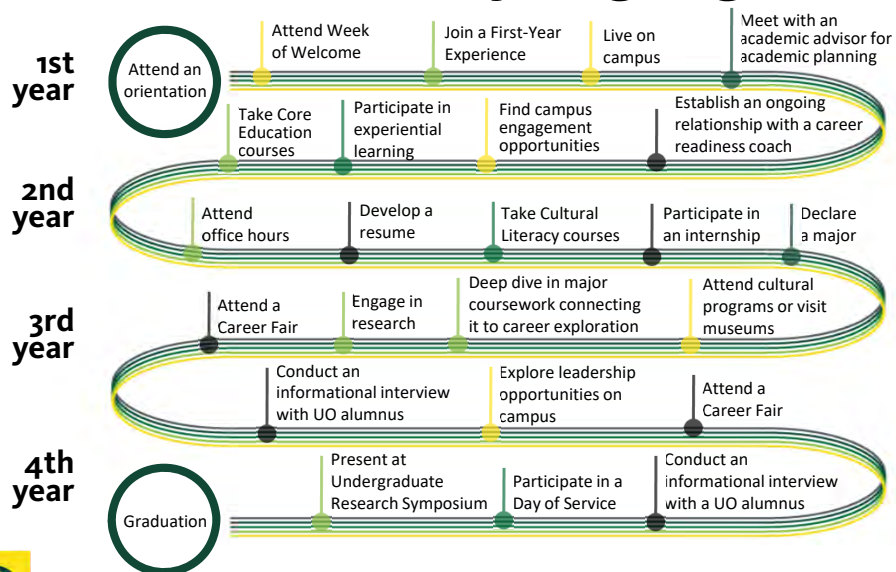


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# What does a potential student journey look like?

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## Student Journey Highlights


















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# How do we measure student success?

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## Positive Experience

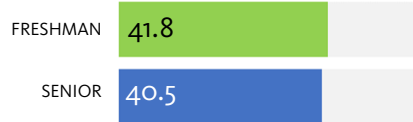
Metric	Data Collection Status
Wellbeing classification	GREEN   
Quality of interactions	GREEN   
Supportive environment	GREEN   
Satisfaction/fun	YELLOW   
Financial wellness	YELLOW   

Data Collection Status Key		
 RED	Aspirational or resources needed for data collection	 YELLOW
		Partial data available or possible to initiate data collection
		 GREEN
		Data available or campus-wide data collection in place

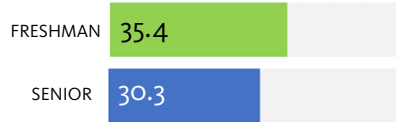
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# Positive Experience

## Quality of Interactions

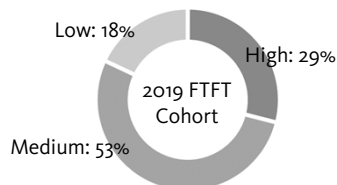


## Supportive Environment



Source: Engagement Indicators in the scale of 0 (poor/very little) to 60 (excellent/very much)  
2019 National Survey of Student Engagement

## Wellbeing Classifications



Source: Student Wellbeing and Success Initiative  
Students in low wellbeing group exhibit higher levels of uncertainty, loneliness, satisfaction, etc compared to medium or high wellbeing group peers.

Source: Division of Student Life Student Leader Satisfaction Survey.  
(104 student leaders responded to the survey administered in Spring 2019.)

## Satisfaction/Fun

**93%** of student leaders rate their overall leadership experience positively.

**74%** of student leaders indicate they had a lot or quite a bit of fun during their leadership experience.

## Financial Wellness

**60%** endorsed "agree" or "strongly agree" with having general stress about finances.



# Well Educated

Metric	Data Collection Status
Successful completion of the Core Education curriculum	GREEN <span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: green;">●</span>
Percentage of courses that fulfill the Core Education Areas of Inquiry	GREEN <span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: green;">●</span>
Number of faculty participated in Teaching Engagement Program	GREEN <span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: green;">●</span>
Core Education Competencies Index	GREEN <span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: green;">●</span>
Creative and Critical Thinking Index	GREEN <span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: green;">●</span>

### Data Collection Status Key

<span style="color: red;">●</span> RED	Aspirational or resources needed for data collection	<span style="color: yellow;">●</span> YELLOW	Partial data available or possible to initiate data collection	<span style="color: green;">●</span> GREEN	Data available or campus-wide data collection in place
--	--	--	--	--	--



# Well Educated

## Completion of the Core Education Curriculum

**ALL** students have completed the Core Ed curriculum at graduation.

## Courses that fulfill Areas of Inquiry

**35%** of the Core Education courses have been aligned with the new Methods of Inquiry.

One year into the three-year plan to align all Core Education courses with the new Methods of Inquiry.

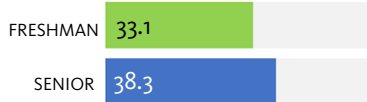
## Faculty participation in Teaching Engagement Program

**328** unique individuals in 2018-19

**688** total faculty contacts in 2018-19

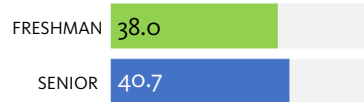
Total number of faculty in 2018-19 was 2,075.

## Core Education Competencies Index



Source: 2019 National Survey of Student Engagement in the scale of 0 (low) to 60 (high)

## Creative and Critical Thinking Index



Source: 2018 Student Experience in the Research University in the scale of 0 (low) to 60 (high)

**O**

# Socially Responsible

Metric	Data Collection Status
Successful completion of the Core Education and Cultural Literacy curriculum	GREEN
Civic Responsibility Index	GREEN
Community Connections Index	GREEN
Change in Global Perspectives Index	GREEN
Student participation in civic engagement activities	RED

Data Collection Status Key		
RED	Aspirational or resources needed for data collection	YELLOW
	Partial data available or possible to initiate data collection	GREEN
		Data available or campus-wide data collection in place

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# Socially Responsible

## Completion of the Core Education Curriculum

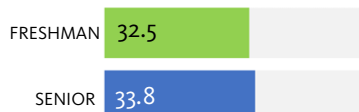
**ALL** students have completed the Core Education and Cultural Literacy curriculum at graduation.

### Civic Responsibility Index



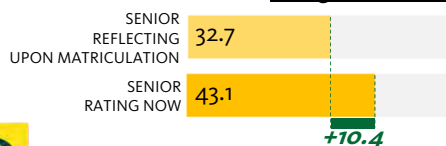
Source: 2018 Student Experience in the Research University in the scale of 0 (low) to 60 (high)

### Community Connections Index



Source: 2019 National Survey of Student Engagement in the scale of 0 (low) to 60 (high)

### Change in Global Perspectives Index



Source: 2018 Student Experience in the Research University  
Students are asked to rate their proficiency reflecting back at when they started at this campus and now. The index is in the scale of 0 (very poor) and 60 (excellent). The measure is the change in senior's self-assessment between matriculation and now.



# Career Ready

Metric	Data Collection Status
First destination status at graduation and within six months of graduation	GREEN
Employer's perception of student career readiness	YELLOW
Number of external organizations engaged in UO career readiness activities	YELLOW
Percentage of graduates completing two internships or other career readiness experiences	RED

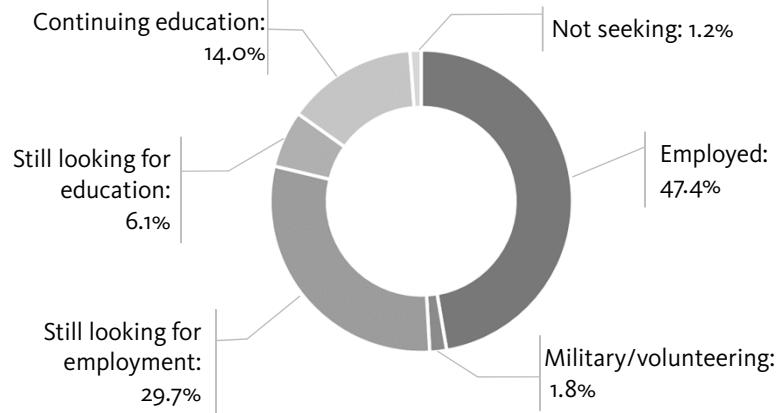
  

Data Collection Status Key		
RED	Aspirational or resources needed for data collection	YELLOW
		GREEN
	Partial data available or possible to initiate data collection	Data available or campus-wide data collection in place



# Career Ready

## First Destination Status within 6 months of graduation



Source: 2018-19 UO First Destination Survey  
(1,632 responses; 28% response rate)

# Graduation

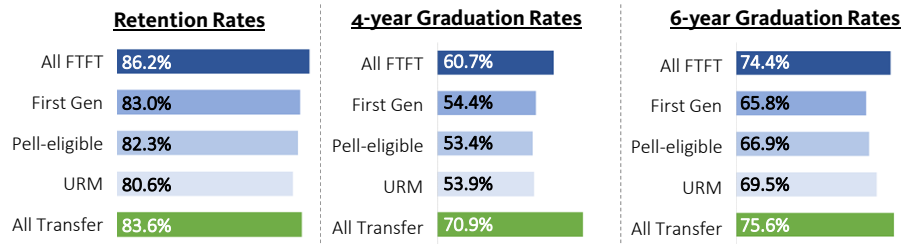
Metric	Data Collection Status
Retention rate (FTFT, transfer, URM, Pell-eligible, first-generation)	GREEN
Graduation rates (FTFT, transfer, URM, Pell-eligible, first-generation)	GREEN
Time to degree (FTFT, transfer)	GREEN
Student indebtedness at graduation	GREEN

Data Collection Status Key		
RED	Aspirational or resources needed for data collection	YELLOW
	Partial data available or possible to initiate data collection	GREEN
		Data available or campus-wide data collection in place



# Graduation



**3-year Graduation Rate for Transfer Students** **57.8%**

*The goal of transfer student success is to increase the three-year graduation rate.*

**Time to Degree**  
**4.05 years**  
*Average time to degree for first time students graduated in 2018-19.  
 (4.25 years = 4 years and 1 term)*

**Student Indebtedness at Graduation**  
**44%** *of students graduated with debt in 2018-19*  
 Average debt at graduation per borrower **\$26,548**



## These metrics will inform...

- ✓ Prioritization
- ✓ Decision-making



**What's next?**

**0**

**Questions?**

**0**

**Thank You!**

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## Student Success Strategic Priorities Progress to Date

This document reports the progress of the student success strategic priorities presented as part of the student success update in September 2019.  
*(as of Feb 2020)*

### Priority: Ensuring transfer students success

Milestone	Target date	Status
Partner with Lane Community College and the Oregon Community Colleges Association to improve transition experiences	Fall 2019	On going
Establish transfer student success goals	Winter 2020	Complete
Build a transfer student resource website	Spring 2020	On track
Build transfer student First-Year Experience	AY2020-21	On track

### Priority: Closing the opportunities gap (Underrepresented minorities, Pell-eligible, First-generation students)

Milestone	Target date	Status
Set a goal with APLU Transformation Cluster	Fall 2019	Complete
Conduct comprehensive data analysis of opportunities gaps to inform next steps	<del>Fall 2019</del> Winter 2020	On going (Director of student success analytics hiring delayed)
Develop an action plan	Fall 2020	Not started

### Priority: Advising expansion

Milestone	Target date	Status
Expand targeted advising efforts campus-wide	Fall 2019	On going
Establish a degree progression tracking process/system	Spring 2020	On going

Develop an assessment plan including a tool to measure ROI	Summer 2020	On track
Assess the expanded advising impact/effectiveness	Summer/Fall 2020	On track

### Priority: First-Year Experience

Milestone	Target date	Status
Assess Core Ed Runways and other FYE component effectiveness	Fall 2020	On going
Develop a scalable First-Year Experience model	AY2020-21	On track

### Priority: Curricular initiatives

Milestone	Target date	Status
Coordinate with new Assistant Director of Assessment in Teaching Engagement Program on metrics and tools to assess learning outcomes	Winter 2020	On going
Develop a strategic academic support plan to align supplemental instruction/academic support with high DFW courses	Winter 2020	Delayed (Assistant Vice Provost position remain vacant)
Develop online education course offerings	Winter 2020	On going (led by UO Online)
Identify curricular bottlenecks impacting degree progress, and implement solutions to alleviate bottlenecks	Winter 2020	Delayed (Assistant Vice Provost position remain vacant)
Strengthen community college/transfer curricular paths	Summer/Fall 2020	Not started

### Priority: Career readiness

Milestone	Target date	Status
Develop a campus-wide career readiness effort	Spring 2020	On track
Implement a campus-wide career readiness effort	AY2020-21	Not started

## Wellbeing Classifications

Student Life Assessment @ Research

**The Student Wellbeing and Success Initiative** is a multicohort, longitudinal research program designed to holistically understand institutional inputs to undergraduate students' wellbeing and success across the college experience.

All incoming undergraduate students are surveyed in the summer prior to matriculation. Participating students are invited to complete end-of-year (Spring) follow-up assessments.

The results are used in defining the following constructs:

Belonging	<ul style="list-style-type: none"> <li>Ability Uncertainty</li> <li>Belonging Uncertainty</li> <li>Loneliness</li> <li>Social Support</li> <li>Stereotype Threat</li> </ul>
General Wellbeing	<ul style="list-style-type: none"> <li>General Health</li> <li>Life Satisfaction</li> <li>Stress</li> </ul>
Affective/ Emotional Constructs	<ul style="list-style-type: none"> <li>Sadness</li> <li>Self-Assurance</li> </ul>

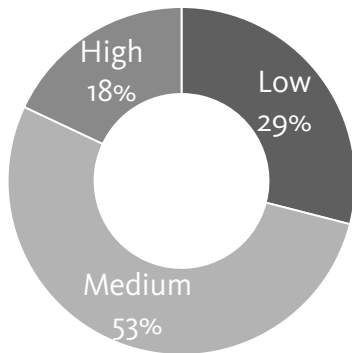
### Why this metric?

Understanding and improving students' wellbeing enables us to support their learning and development and foster their achievement and persistence.

### Desired Change

Improvement in cohort profile over time  
Mitigate negative outcomes for students entering with Low wellbeing

## Wellbeing of 2019 First-time, Full-time Freshmen



Students in **Low** wellbeing group exhibit higher levels of uncertainty, loneliness, satisfaction, etc compared to **Medium** or **High** wellbeing group peers.

Source: Student Wellbeing and Success Initiative, Division of Student Life

## Satisfaction/Fun

Student Life Assessment @ Research

**The Student Leader Satisfaction Survey** is an annual survey of student leaders within the Division of Student Life. The survey includes the following two measures of satisfaction and fun:

How has your overall experience as a student leader been?

How much fun did you have during your student leadership experience(s)?

### Why this metric?

This indicator would provide valuable information necessary to expand and improve leadership and financial literacy programming.

### Desired Change

TBD, pending collection of data  
*Next step: Identify target population to adapt question (e.g., first-year programming, ARCs, etc.) for pre/post-experience survey*

### Current Results



Source: 2019 Student Leader Satisfaction Survey of student leaders (N=104)

## Financial Wellness

Student Life Assessment @ Research

**The Student Leader Satisfaction Survey** is an annual survey of student leaders within the Division of Student Life. The survey includes a series of questions measuring attitudes, beliefs, knowledge and behaviors associated with financial literacy (e.g., financial stress, financial optimism, financial dependence, etc.)

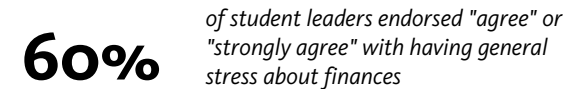
### Why this metric?

Financial stress affects students' mental health status and impedes their ability to focus on their academics. Students commonly cite finances as a primary cause of stop-out and dropout.

### Desired Change

NA – resources needed for data collection

### Current Results



Source: 2019 Student Leader Satisfaction Survey of student leaders (N=104)

# Positive Experience Metrics, cont.

## Quality of Interactions

NSSE Engagement Indicator

The **Quality of Interactions index** is based on a series of questions from the National Survey of Student Engagement, a survey used to measure the level of student participation at universities and colleges as it relates to learning and engagement.

Over a series of questions students are asked to “Indicate the quality of your interactions with the following people at your institution,” covering students, faculty, and staff.

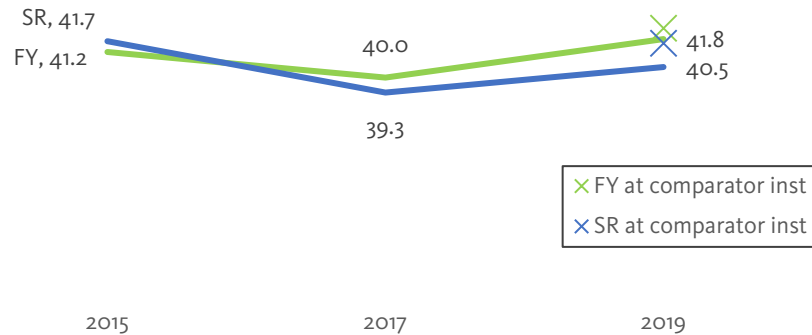
### Why this metric?

Students benefit and are more satisfied when experiencing positive relationships with students, faculty, and staff.

### Desired Change

Increase for both FY and SR  
Students should have a consistent positive experience regardless of class standing

### Quality of Interactions Index\*



### Scale

Excellent (7)	60
6,5,4,3,2	50-10
Poor (1)	0

Source:  
National Survey of Student Engagement 2019 survey of all first-year/senior students response N=878

**\* see Appendix for more information on surveys and indices**

## Supportive Environment

NSSE Engagement Indicator

The **Supportive Environment index** is based on a series of questions from the National Survey of Student Engagement, a survey used to measure the level of student participation at universities and colleges as it relates to learning and engagement.

Over a series of questions students are asked “How much does your institution emphasize the following?,” covering institutional activities and supports that have been found to promote a supportive environment.

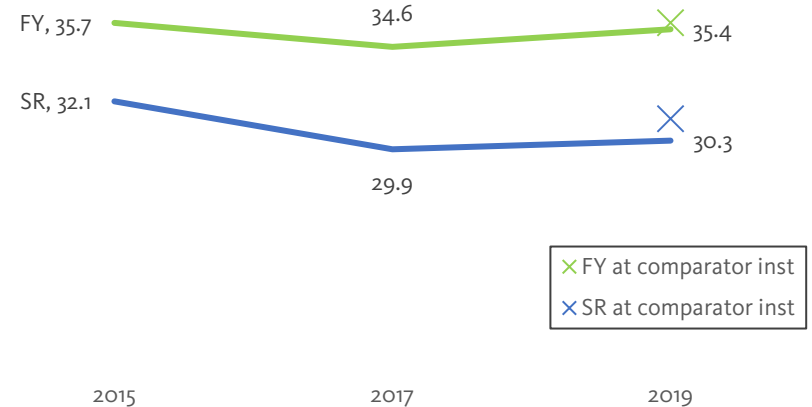
### Why this metric?

Students benefit and are more satisfied in supportive environments.

### Desired Change

Increase for both FY and SR  
Students should have a consistent positive experience regardless of class standing

### Supportive Environment Index\*



### Scale

Very much	60
Quite a bit	40
Some	20
Very little	0

Source:  
National Survey of Student Engagement 2019 survey of all first-year/senior students response N=878

**\* see Appendix for more information on surveys and indices**

## Core Education Curriculum

In 2017-18 the UO Senate passed legislation making substantive changes to what was then known as general education and multicultural requirements. The result is the revised Core Education curriculum and Cultural Literacy requirement.

Fundamental to this change is that the core education curriculum will be articulated to mission-based learning outcomes. The revision to the core education requirements will align courses with specific learning outcomes, making these requirements legible, transparent, relevant, and easier to navigate for students.

### Why this metric?

The richness of this new core education requirement is a reflection of what faculty experts across fields, departments and schools agree are central courses all students should take to be well-educated. The core education requirement amounts to a consensus among faculty about courses that all students—regardless of major—need to complete to be well educated.

### Desired Change

Within three years, 100% of Core Education courses will be aligned with the new methods of inquiry.

### Current Results

**35%** of Core Education courses aligned with new methods of inquiry

## Faculty Participation in the Teaching Engagement Program

The Teaching Engagement Program (TEP) is UO's faculty and graduate student professional teaching development office. TEP works with instructors across campus to promote evidence-based teaching through consultations, workshops, and professional learning communities in order to promote student success.

### Why this metric?

One of the most significant drivers for student learning and success is what happens in the classroom.

### Desired Change

Increasing number of TEP-trained faculty and TEP-faculty interactions  
TEP-trained faculty an increasing proportion of total faculty

### Current Results

**328** unique individuals in 2018-19, out of 2,075 total faculty

**688** total faculty contacts in 2018-19

## Core Education Competencies

NSSE

The **Core Education Competencies index** is based on a series of questions from the National Survey of Student Engagement, a survey used to measure the level of student participation at universities and colleges as it relates to learning and engagement.

Over a series of questions students are asked “How much has your experience at this institution contributed to your knowledge, skills, and personal development in” the areas of writing, speaking, critical thinking, and problem-solving.

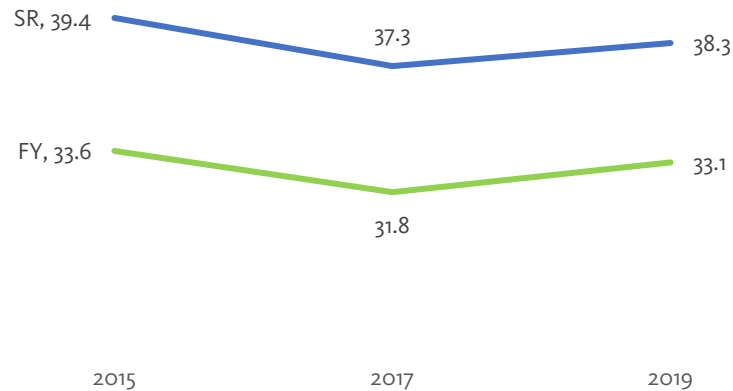
### Why this metric?

These questions are well aligned with the Core Education Methods of Inquiry: critical thinking, creative thinking, written communication, and ethical reasoning

### Desired Change

Increase for both FY and SR  
SR should report higher levels of knowledge and skill acquisition than FY

### Core Education Competencies Index\*



### Scale

Very much	60
Quite a bit	40
Some	20
Very little	0

### Source:

National Survey of Student Engagement 2019 survey of all first-year/senior students response N=878

**\* see Appendix for more information on surveys and indices**

## Creative and Critical Thinking

SERU

The **Creative and Critical Thinking index** is based on a series of questions from the Student Experience in the Research University survey, which focuses on undergraduate students’ experiences at top-tier research-intensive universities.

Over a series of questions students are asked the extent to which their academic experiences have required them to:

- Explain methods, ideas, or concepts and use them to solve problems
- Create or generate new ideas, products, or ways of understanding
- Discuss and navigate controversial issues: In the classroom

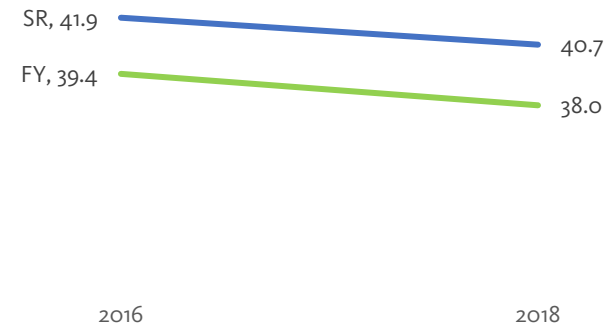
### Why this metric?

These questions are well aligned with the Core Education Methods of Inquiry: critical thinking, creative thinking, written communication, and ethical reasoning.

### Desired Change

Increase for both FY and SR

### Creative and Critical Thinking Index\*



### Scale

Very often	60
Often	48
Somewhat often	36
Occasionally	24
Rarely	12
Never	0

### Source:

Student Experience in the Research University 2018 survey of all admitted undergraduate students response N=3,306

**\* see Appendix for more information on surveys and indices**

# Socially Responsible Metrics

## Core Education Curriculum

In 2017-18 the UO Senate passed legislation making substantive changes to what was then known as general education and multicultural requirements. The result is the revised Core Education curriculum and Cultural Literacy requirement.

Courses in the *United States: Difference, Inequality, Agency* category will develop students' analytical and reflective capacities to help them understand and ethically respond to the ongoing cultural, economic, political, and social power imbalances that have shaped and continue to shape the United States.

Courses in the *Global Perspectives* category will foster student encounters with and critical reflection on cultures, identities, and ways of being in global contexts.

### Why this metric?

Courses meeting the Cultural Literacy categories will teach students to engage in "respectful listening and civil conversation as critical tools for involving students in topics that are controversial today," which is a key element of Social Responsibility.

### Desired Change

Within three years, 100% of Core Education courses will be aligned with the new requirements.

## Civic Responsibility

SERU

This index is based on a series of questions from the Student Experience in the Research University, which focuses on undergraduate students' experiences at top-tier research-intensive universities.

Over a series of questions students are asked about their classroom reflections and actions on community and social issues.

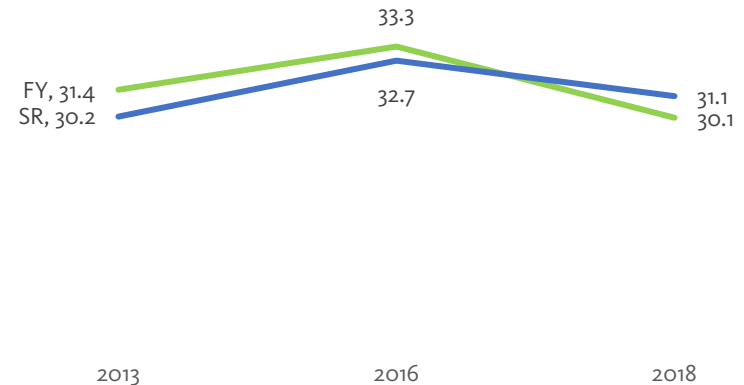
### Why this metric?

These questions capture the extent to which students are being challenged to take responsibility for and engage with complex community and social issues.

### Desired Change

Increase for both FY and SR

### Civic Responsibility Index\*



### Scale

Very often	60
Often	48
Somewhat often	36
Occasionally	24
Rarely	12
Never	0

### Source:

Student Experience in the Research University 2018 survey of all admitted undergraduate students response N=3,306

**\* see Appendix for more information on surveys and indices**

# Socially Responsible Metrics, cont.

## Community Connections

NSSE

The **Community Connections index** is based on a series of questions from the National Survey of Student Engagement, a survey used to measure the level of student participation at universities and colleges as it relates to learning and engagement.

Over a series of questions students are asked “How much has your experience at this institution contributed to your knowledge, skills, and personal development in” the areas of ethical development, understanding diverse persons, problem-solving, and active citizenship.

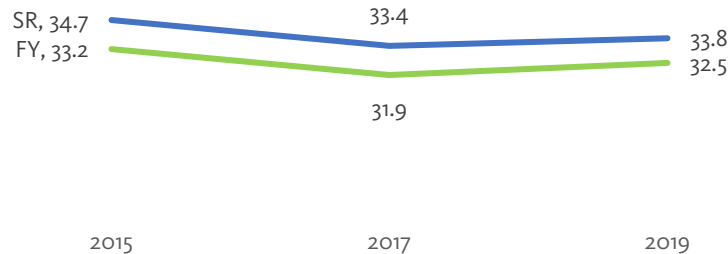
### Why this metric?

These questions are well aligned with the Core Education curriculum and the Cultural Literacy requirement.

### Desired Change

Increase for both FY and SR  
SR should report higher levels of knowledge and skill acquisition than FY

### Community Connections Index\*



### Scale

Very much	60
Quite a bit	40
Some	20
Very little	0

### Source:

National Survey of Student Engagement 2019 survey of all first-year/senior students response N=878

**\* see Appendix for more information on surveys and indices**

## Change in Global Perspectives

SERU

This **index** is based on a series of questions from the Student Experience in the Research University survey, which focuses on undergraduate students' experiences at top-tier research-intensive universities.

Over a series of questions students are asked to compare their abilities when starting at the UO to their current abilities in the areas of:

- Understanding international perspectives
- Ability and comfort working with people from other cultures

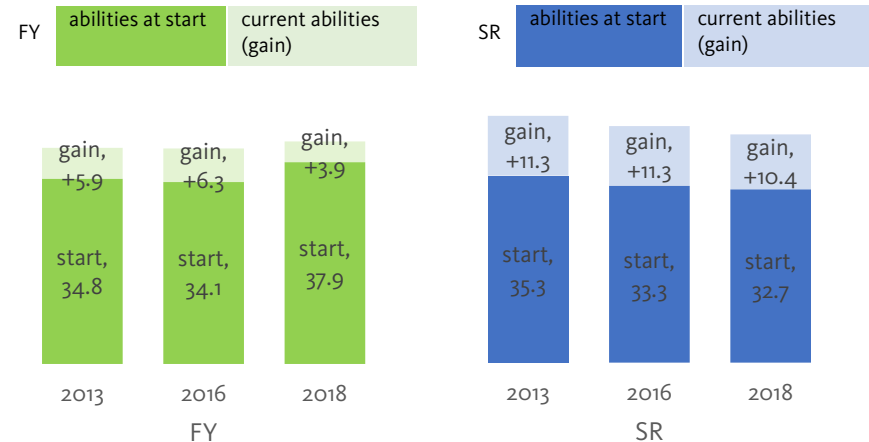
### Why this metric?

The Global Perspectives category of the Cultural Literacy requirement has an expectation that students will be able “to engage in and discuss topics with which [they] may be unfamiliar” and gain an understanding of “systems of meaning or beliefs beyond a US context.”

### Desired Change

Increase for both FY and SR  
SR should report higher levels of knowledge and skill acquisition than FY

### Change in Global Perspectives Index\*



### Scale

Excellent	60
Very good	48
Good	36
Fair	24
Poor	12
Very poor	0

### Source:

Student Experience in the Research University 2018 survey of all admitted undergraduate students response N=3,306

**\* see Appendix for more information on surveys and indices**



# Career Ready Metrics

## Satisfactory First Destination

Use the **First Destination Survey (FDS)** to measure the percentage of alumni who have jobs or other satisfactory post-graduation outcomes at graduation and within six months after graduation.

The FDS survey collects employment information about recent graduates' first destination (employment, graduate school, etc.) New graduates are recruited into the survey through a variety of strategies in the months leading up to graduation. Follow-up is conducted 3-6 months and one year following graduation.

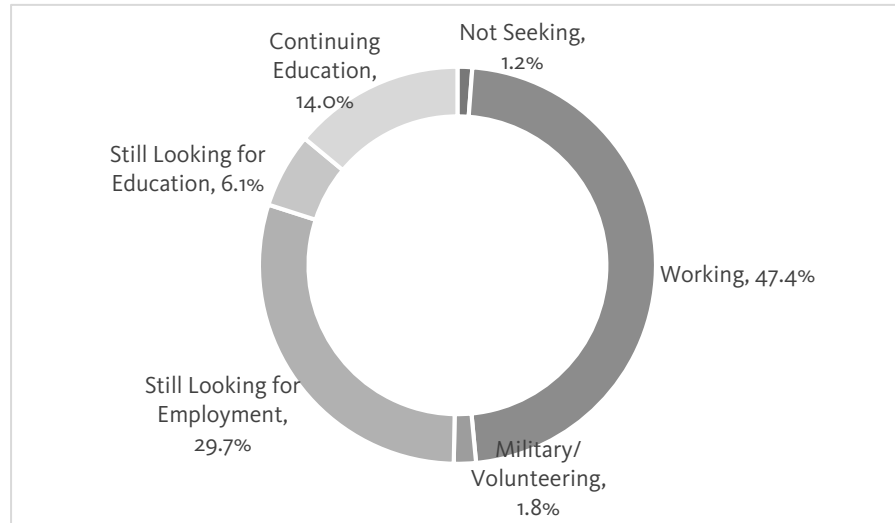
### Why this metric?

Students' ability to successfully achieve their post-graduation goals related to employment and education is one indicator of their overall career readiness.

### Desired Change

Increase in the percent of students reported as employed, continuing education, or participating in service/military work.

## First Destination Status within 6 months of graduation



Source:  
2019 UO First Destination Survey  
1,632 responses; 27.6% response rate

## Employer Perception

**Employer's perception of student career readiness** provides a balanced perspective regarding students' career readiness, in addition to student self-assessment. Employers could be asked both about whether they believe that UO students are career ready, and their perception of how strongly UO students demonstrate core competencies.

### Why this metric?

External stakeholder's perception of student career readiness could provide a balanced perspective regarding students' career readiness, in addition to student/alumni self-assessment.

### Desired Change

TBD, pending collection of data  
*Next step: develop data collection system*

## Stakeholder Engagement

The number of external organizations engaged in UO career readiness activities.

### Why this metric?

Increased engagement will help improve all career readiness outcomes.

### Desired Change

TBD, pending collection of data  
*Next step: develop data collection system*

## Career Readiness Activities

**Percentage of UO graduates who have completed two internships or other Career Readiness experiences**, including research, learning abroad, or other experiential learning opportunity that is aligned with a student's goals.

### Why this metric?

These experiences encourage self-exploration and discovery and connect students with potential employers.

### Desired Change

NA – resources needed for data collection

# Graduation Metrics

## Graduation Rates

**Graduation rates** measure whether a student graduates from the university within a specified period of time. The standard metric is for a cohort of students who are new entering and enrolled full-time in Fall term, measuring graduation at the end of Summer term after four or six years. While this is most commonly measured for students matriculating from high school, it is also possible to track a similar measure for transfer students.

There are a variety of reasons why a student might not ultimately graduate from the UO; however our goal is to create an environment in which as many students as possible can succeed and graduate.

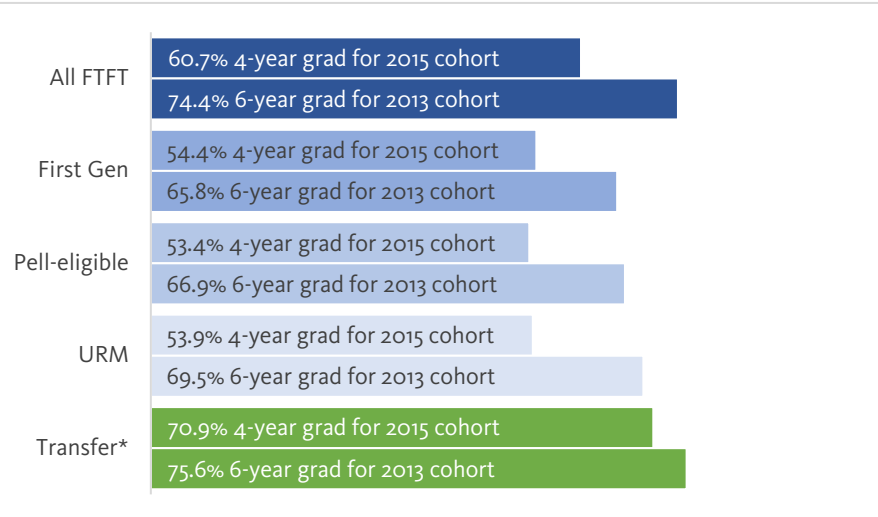
### Why this metric?

Our goal is to create an environment in which as many students as possible can succeed and graduate in a timely fashion.

### Desired Change

While there will not be consistent changes from year to year, the goal is to see increases with an overall upward trajectory over time.

## Four- and Six-Year Graduation Rates



\* the three-year graduation rate for the 2016 transfer student cohort is 57.8%

## Retention Rates

**Retention rates** measure whether a student is persisting in the university from year to year. The standard metric is for a cohort of students who are new entering and enrolled full-time in Fall term, measuring the rate at which the cohort re-enrolls in the university in the subsequent Fall term. While this is most commonly measured for students matriculating from high school, it is also possible to track a similar measure for transfer students.

While it is a simplified measure that does not account for the nuances of students' academic success and degree progression, it is an important early indicator since the majority of attrition occurs during the first year.

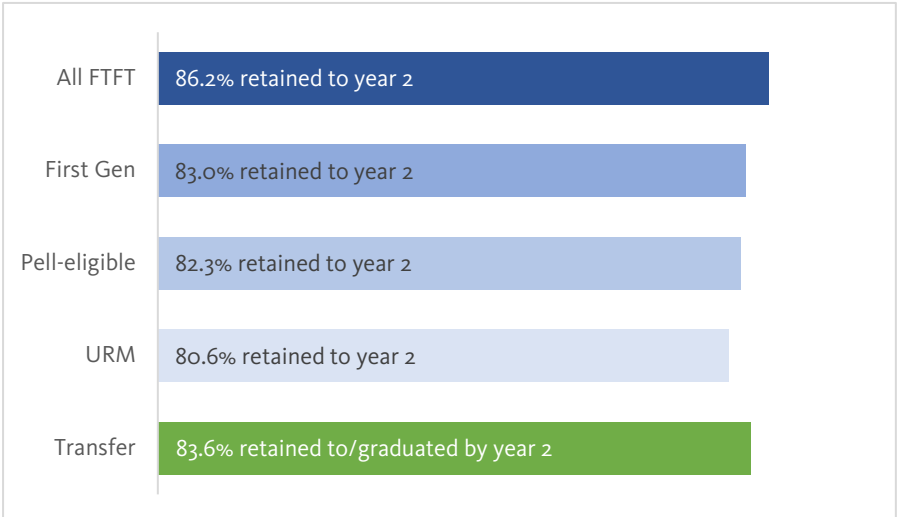
### Why this metric?

Retention to year two is an early indicator of the likelihood of graduation.

### Desired Change

While there will not be consistent changes from year to year, the goal is to see increases with an overall upward trajectory over time.

## Retention to Year 2, Fall 2018 Cohort



## Time-to-degree

**Time-to-degree** measures the number of elapsed years between when a student matriculates into the university and when the student is awarded a degree. The standard metric is for a cohort of graduates earning their first bachelor's degree, who were enrolled full-time in their first term. While this is most commonly measured for students matriculating from high school, it is also possible to track a similar measure for transfer students.

The time-to-degree measure is a single index that shows how long our students are taking to graduate, on average.

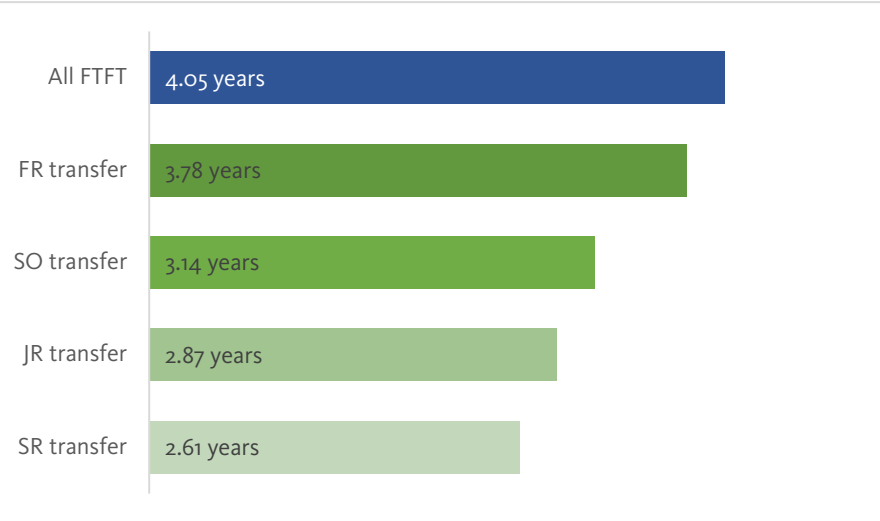
### Why this metric?

Reduced time-to-degree means that students are spending less time and fewer financial resources to achieve graduation.

### Desired Change

While there will not be consistent changes from year to year, the goal is to see decreases with an overall downward trajectory over time.

## Time-to-Degree for FTF 2018-19 Graduates



## Student Indebtedness at Graduation

**Student Indebtedness at Graduation** measures the percent of students incurring debt and the average amount of debt for graduating cohorts of first-time students matriculating from high school. The measure includes federal student loans and alternative loans incurred while enrolled at the University of Oregon.

Student debt is an important issue nationally, for the University of Oregon as an institution, and for individual students.

### Why this metric?

Debt accumulation is important both while students are enrolled, as a potential cause for stop-out; and after students graduate, as a potential barrier to achieving future milestones.

However, it should also be noted that a certain amount of loans/debt is to be expected, since loans are the means by which some students are able to access higher education.

### Desired Change

The proportion of students borrowing and average debt may increase as tuition increases, and may vary depending on the demographics of the graduating cohort (e.g. international students typically do not borrow in ways that are transparent to the institution.)

*Next step: continue to monitor the metrics with a goal of moderating increases.*

## Current Results

**44%**

of students graduated with debt in 2018-19

**\$26,548**

average debt at graduation per borrower

## APPENDIX

### About NSSE/SERU

Undergraduate Education and Student Success (UESS) has selected a series of questions from the National Survey of Student Engagement (NSSE) and Student Experience in the Research Institution (SERU) as indicators of whether we are achieving our goal of graduating students who have had a **Positive Experience** and who are **Well Educated** and **Socially Responsible**.

#### National Survey of Student Engagement (NSSE)

- NSSE is a national survey used to measure the level of student participation at universities and colleges as it relates to learning and engagement. It is widely used across many types of institutions and can be used for benchmarking with our peer institutions.
- NSSE is administered to all first-year (FY) and senior (SR) students.
- NSSE has been administered at the UO every 2-3 years since the early 2000s. It was revised in 2013.
- A unique feature of NSSE is the Engagement Indicators (EIs), which are a way of summarizing NSSE data around themes. By combining responses to related NSSE questions, the EIs offer valuable information about distinct aspects of student engagement. For more information about how the EIs were developed and how they are scored, see [https://nsse.indiana.edu/html/engagement\\_indicators.cfm](https://nsse.indiana.edu/html/engagement_indicators.cfm)
- Under the current schedule, NSSE will next be administered in Spring 2021.

#### Student Experience in the Research University (SERU)

- SERU is a multi-institutional survey focusing on undergraduate students' experiences at top-tier research-intensive universities. It originated in the University of California system, and has been adopted by more than a dozen other research universities.
- SERU is administered to all admitted undergraduates.
- SERU has been administered at the UO every 2-3 years since 2010. As a relatively new survey, it is still subject to periodic revisions.
- The general structure of SERU is a core module that all respondents receive, followed by a topical module to which students are randomly assigned. The UO has typically implemented the Academic Engagement & Global Experiences module, Civic & Community Engagement module, and Student Life & Development module.
- SERU will be administered in Spring 2020.

### Response Rates

Participation in both surveys has declined over the years.

The response rate for NSSE 2019 was 12% for first-year students and 10% for seniors (total N=878). The response rate for SERU 2018 was 18.2% (total N=3,306).

***Outreach to increase response rates to both NSSE and SERU will be a priority during the upcoming survey administration cycles.***

### Indices

The Positive Experience metrics are organized around the NSSE Engagement Indicators (EI, see description above.) Engagement Indicators are constructs composed of student responses to related survey questions, which together can be used to assess an underlying theme or indirect measure.

Generally speaking, students are scored on a standardized scale of 0-60 for each question in an EI, with zero being the least positive and 60 being the most positive. Each student then receives a composite index from those standardized values.

A similar approach was used for measures within the other domains, using survey questions from both NSSE and SERU. *However, these Indices are not constructs.* Their value lies in the ability to track a single composite value, while allowing us to drill down to the underlying survey questions as needed.

### Comparators

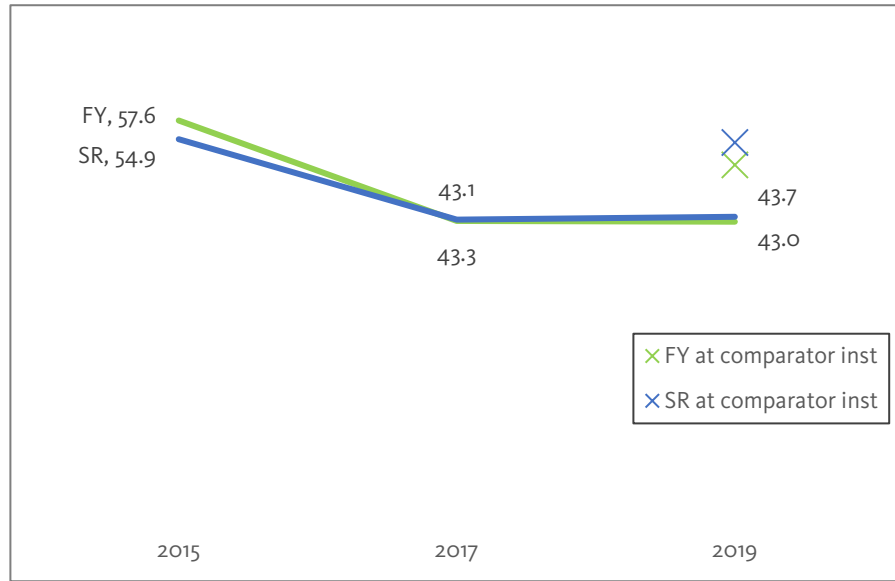
Comparator data are available for all aspects of NSSE, and for the core module of SERU. In all cases, the comparison is to institutions in the same Carnegie classification as the UO, Doctoral University: Very High Research. Carnegie classifications are a general framework for classifying colleges and universities in the United States.

# Positive Experience

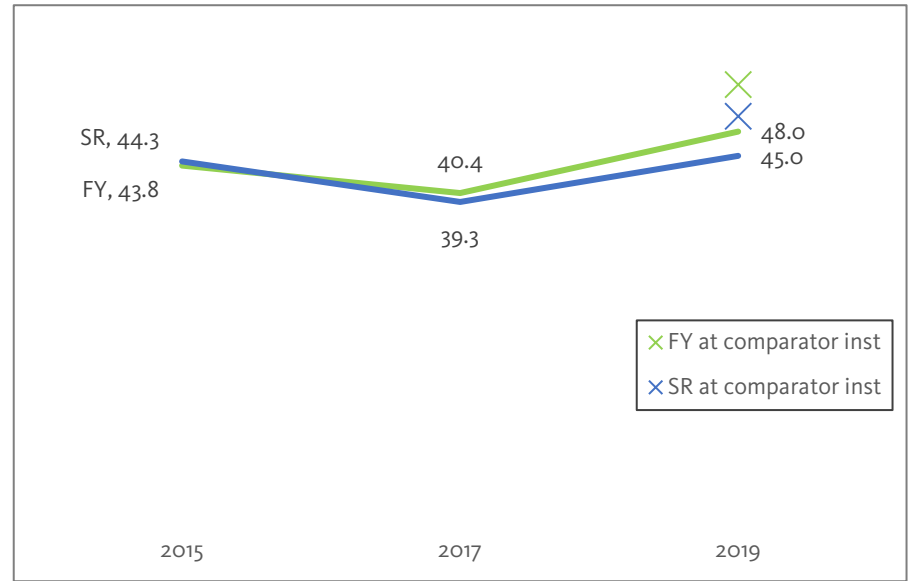
## Quality of Interactions Index survey questions

Indicate the quality of your interactions with the following people at your institution. Percentage rating their interactions a 6 or 7 on a scale of '1 Poor' to '7 Excellent'

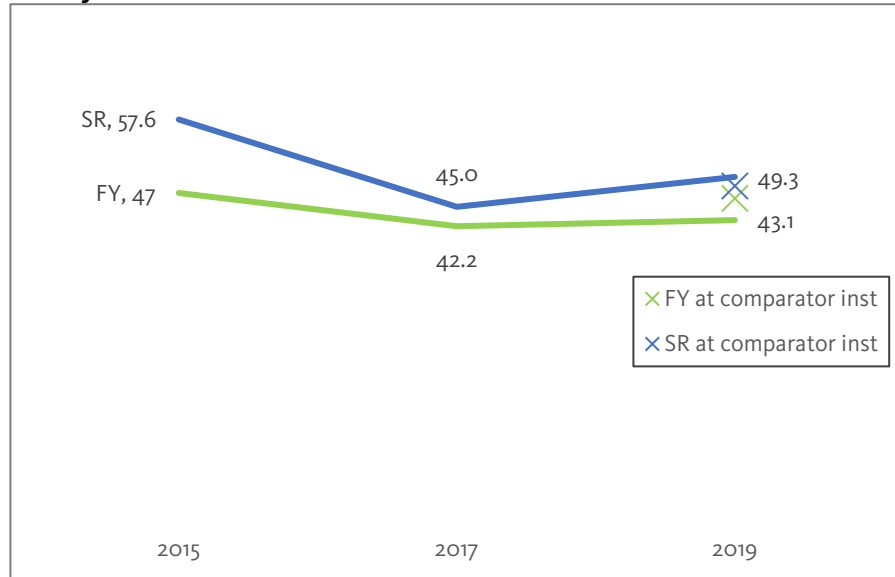
### Students



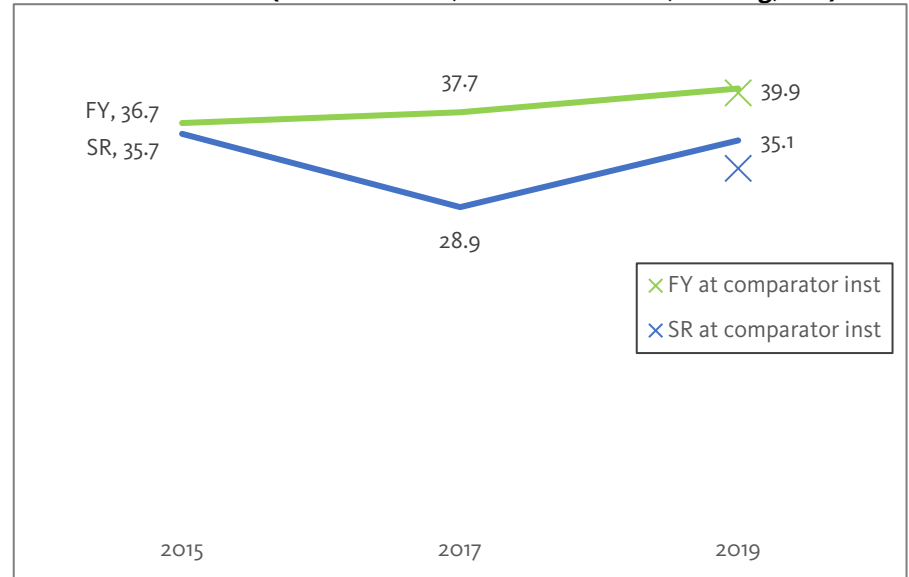
### Academic Advisors



### Faculty



### Student services staff (career services, student activities, housing, etc.)

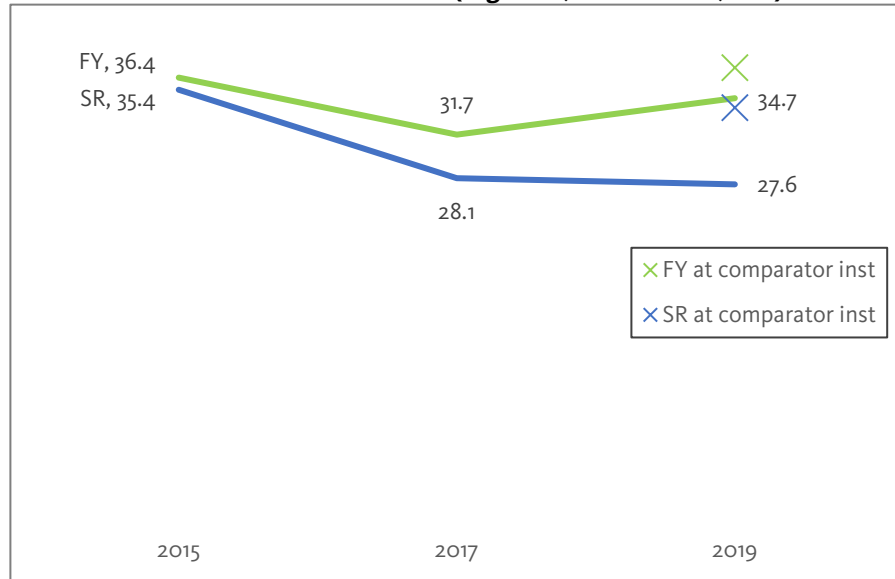


## Positive Experience, cont.

### Quality of Interactions Index Questions, cont.

Indicate the quality of your interactions with the following people at your institution. Percentage rating their interactions a 6 or 7 on a scale of '1 Poor' to '7 Excellent'

#### Other administrative staff and offices (registrar, financial aid, etc.)

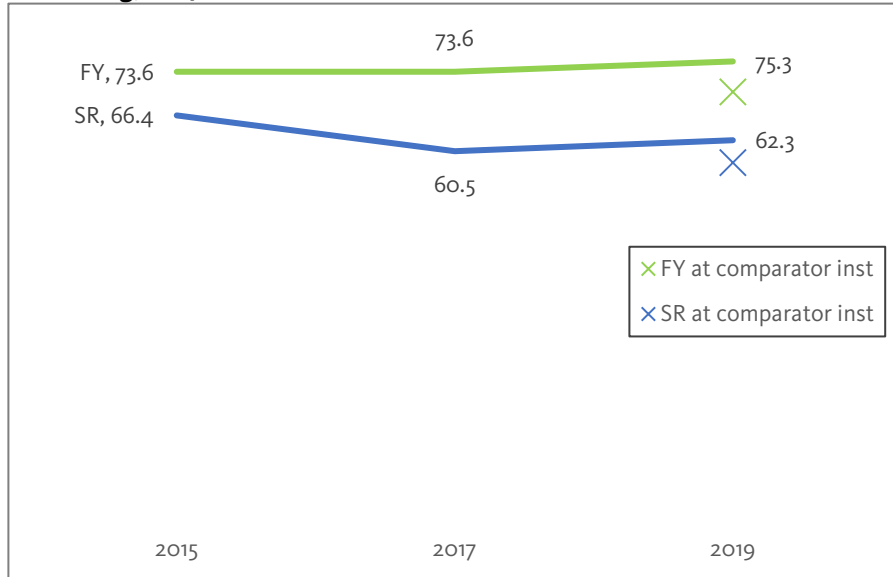


## Positive Experience, cont.

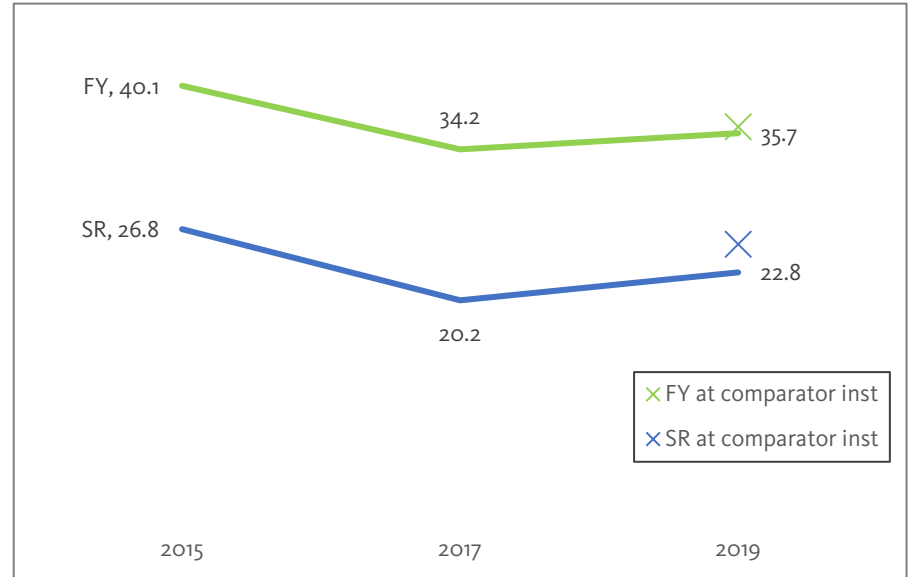
### Supportive Environment Index Questions

How much does your institution emphasize the following? Percent responding *Quite a bit, very much*

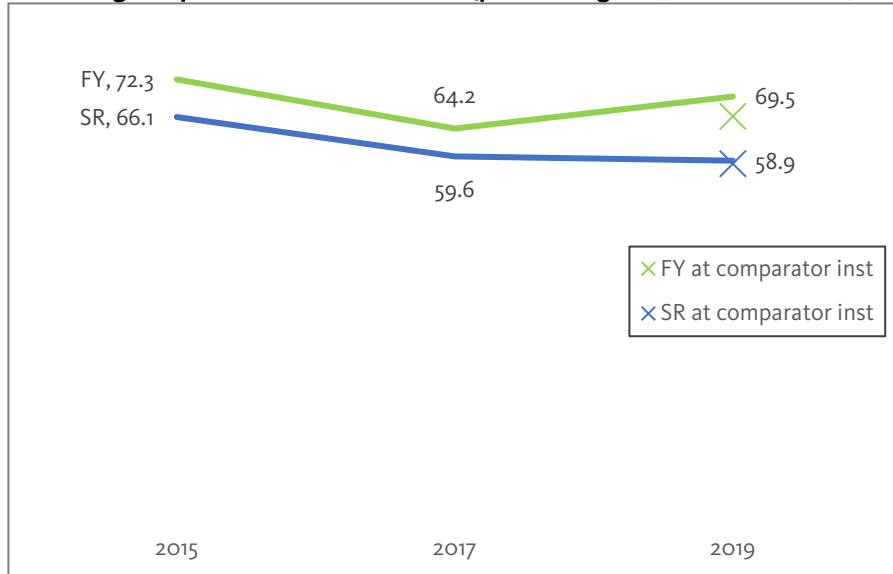
#### Providing support for your overall well-being (recreation, health care, counseling, etc.)



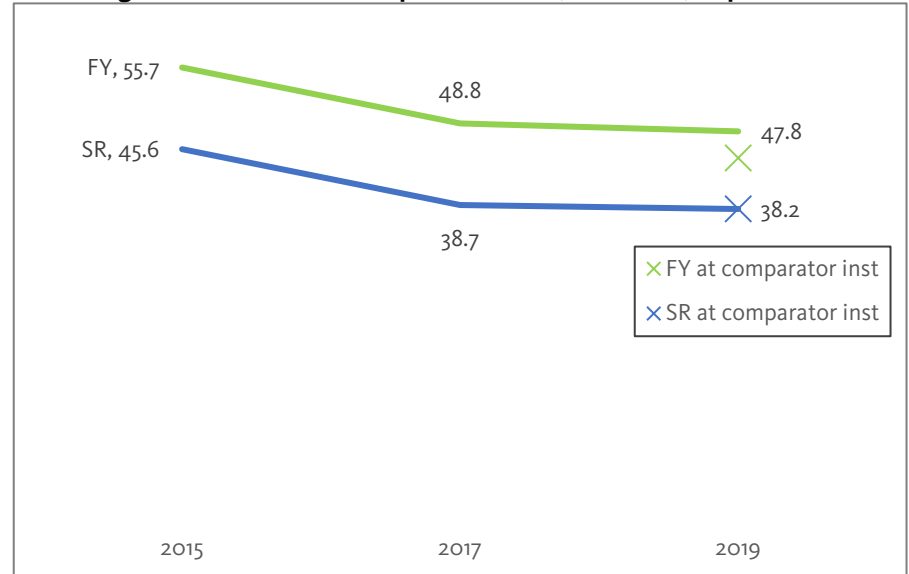
#### Helping you manage your non-academic responsibilities (work, family, etc.)



#### Attending campus activities and events (performing arts, athletic events, etc.)



#### Attending events that address important social, economic, or political issues

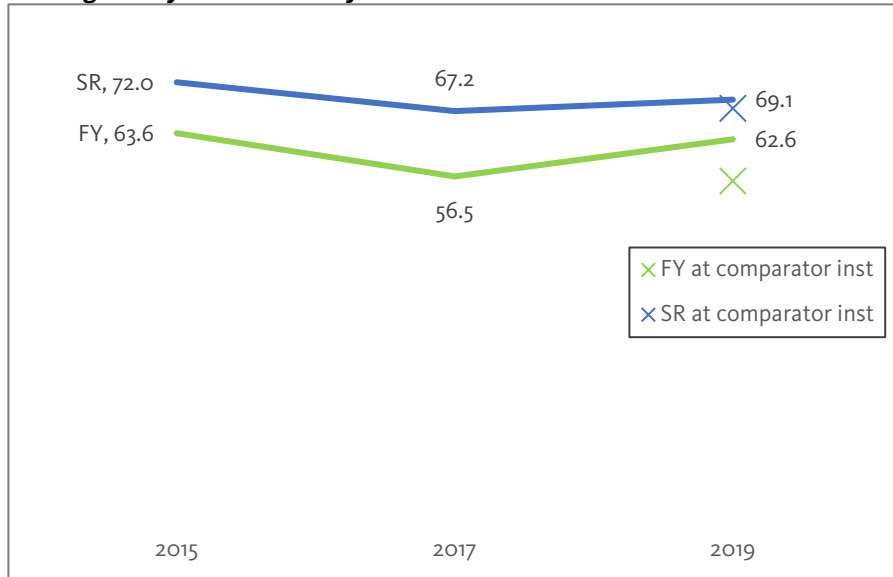


# Well Educated

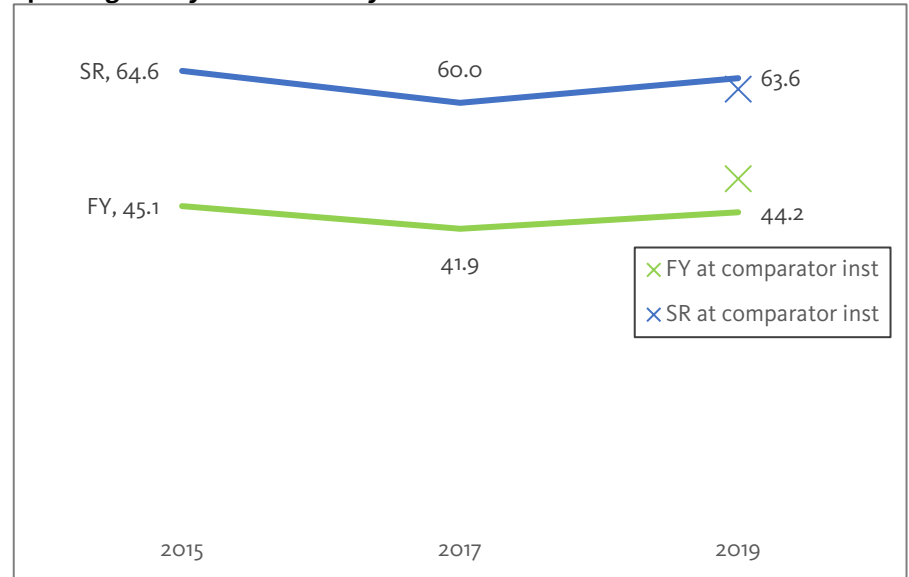
## Core Education Competencies Index Questions

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Percent responding Quite a bit, Very much

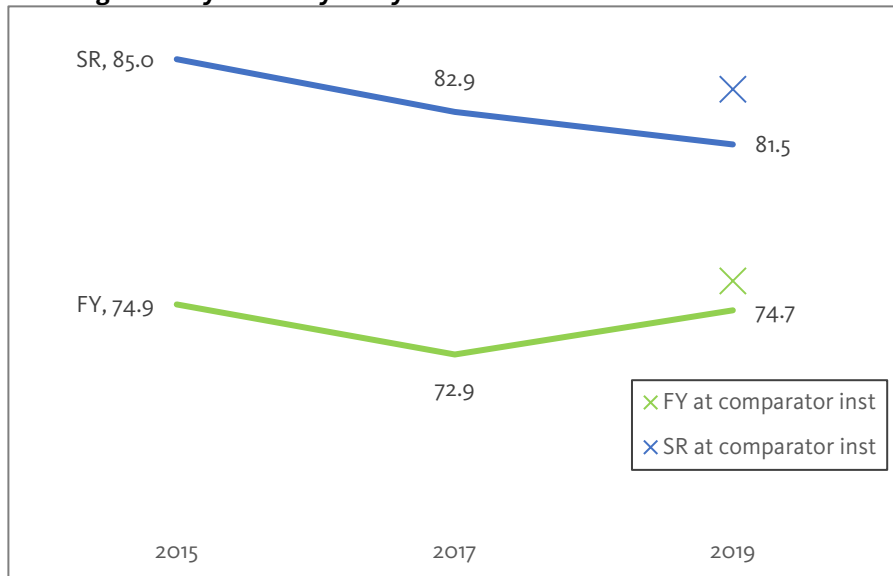
### Writing clearly and effectively



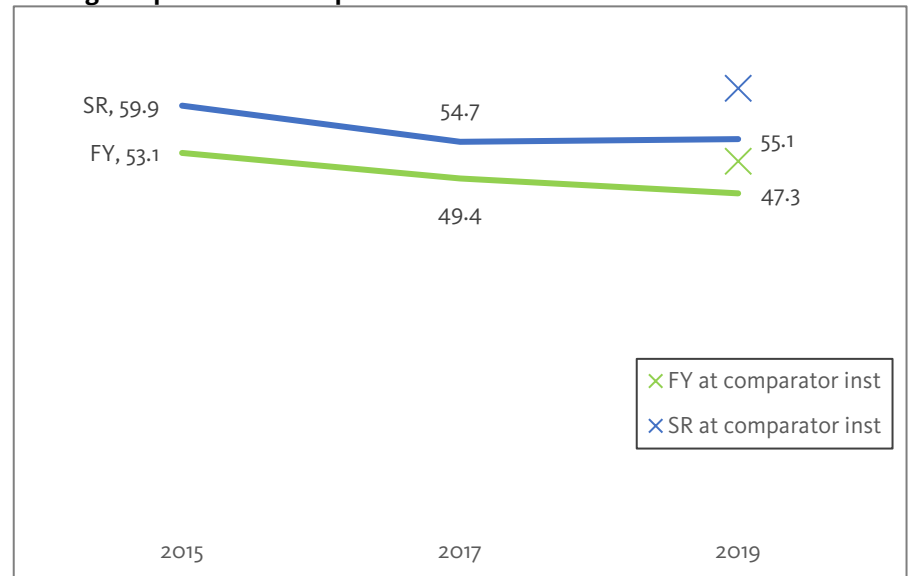
### Speaking clearly and effectively



### Thinking critically and analytically



### Solving complex real-world problems



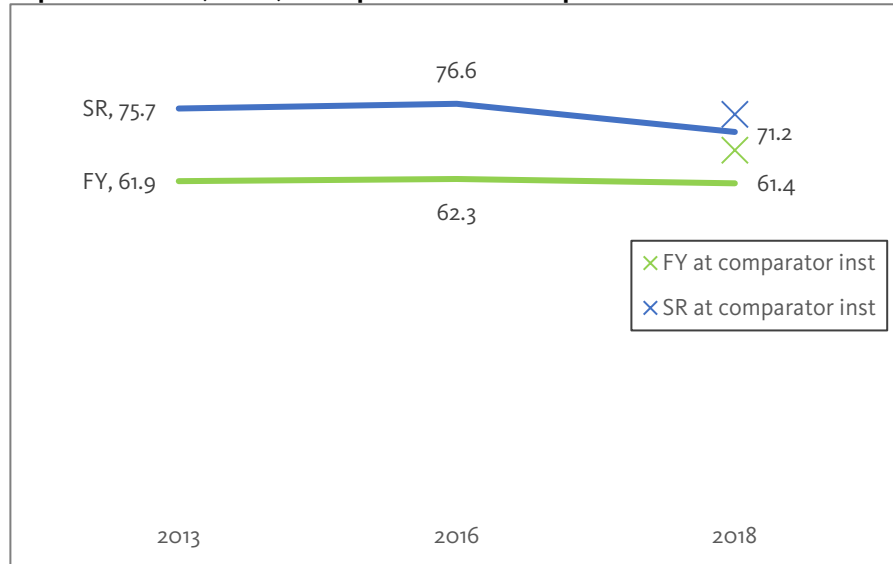


## Well Educated, cont.

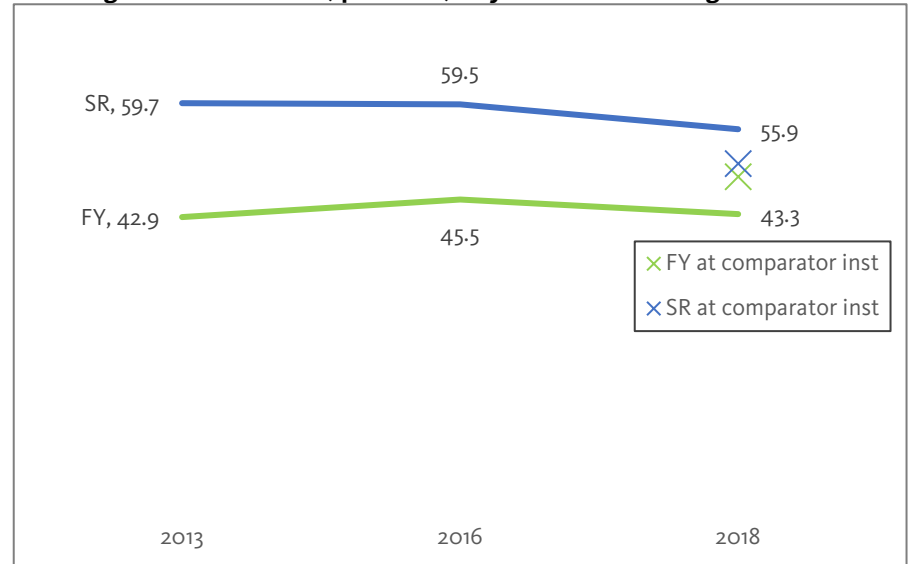
### Creative and Critical Thinking Index Questions

Thinking back over your coursework in your major this academic year, how often were you **REQUIRED** to do the following?  
or This academic year, how often have you done each of the following? Percent responding Often, Very often

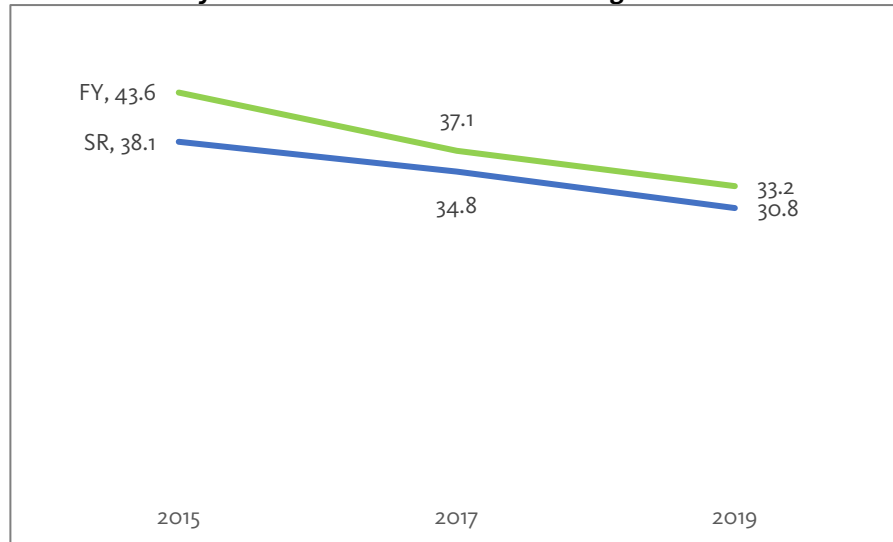
#### Explain methods, ideas, concepts & use to solve problems



#### Create/generate new ideas, products, ways of understanding



#### How often have you been asked to: Discuss and navigate controversial issues

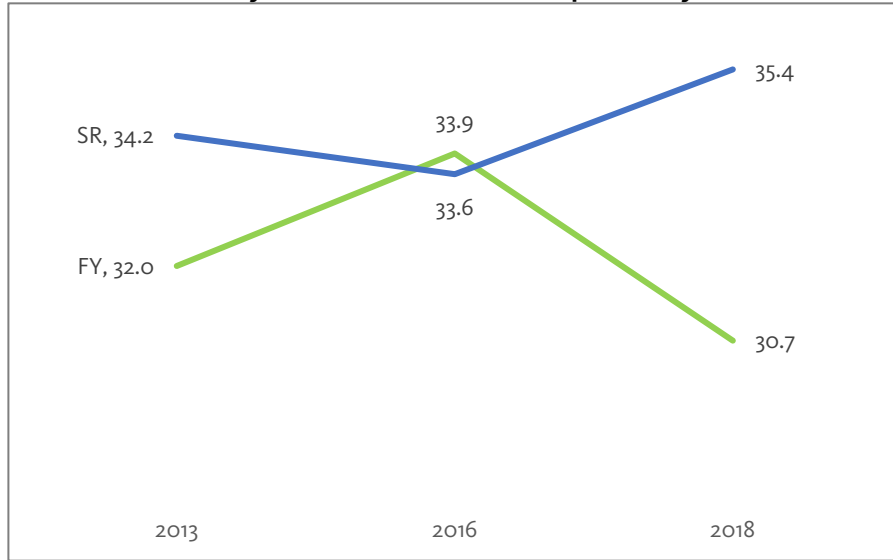


# Socially Responsible

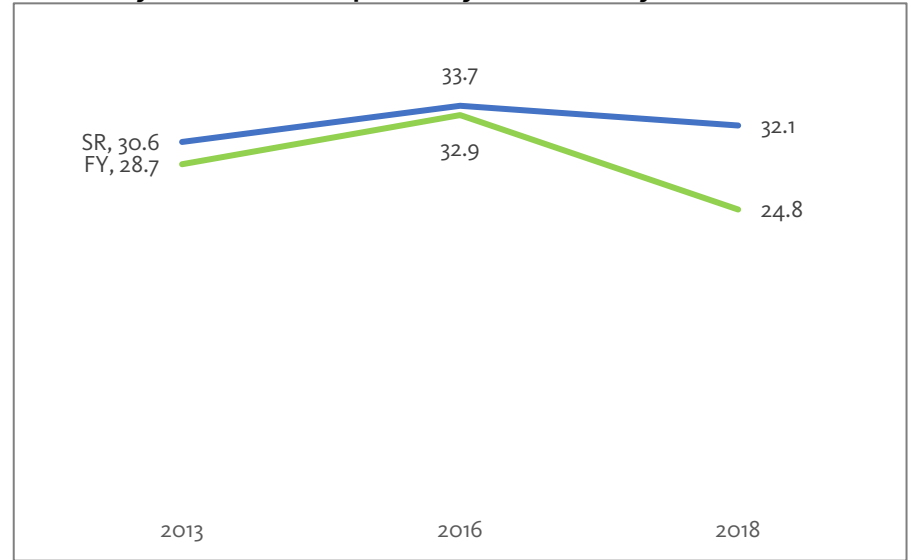
## Civic Responsibility Index Questions

How often have you been asked to – Percent responding Often, Very often

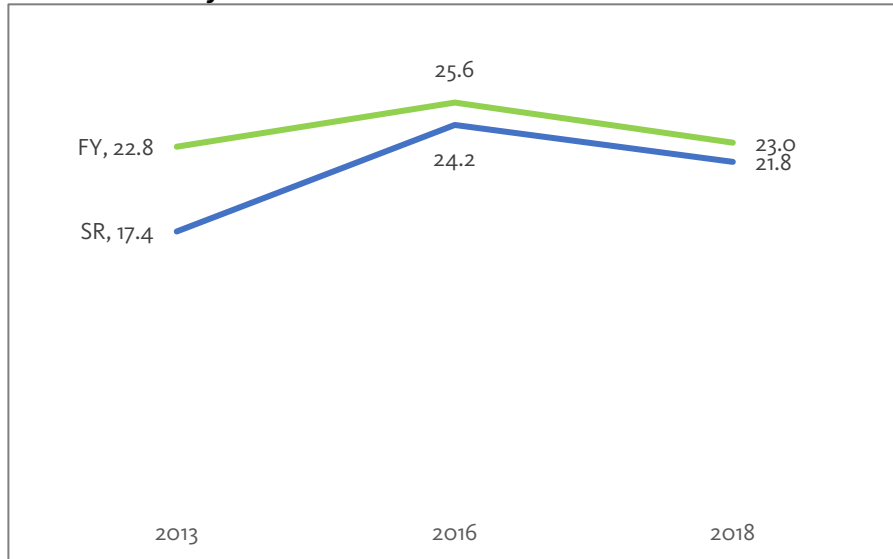
### Reflect on community/social issues as shared responsibility



### Reflect on your individual responsibility for community/social issues



### Act on community or social issues

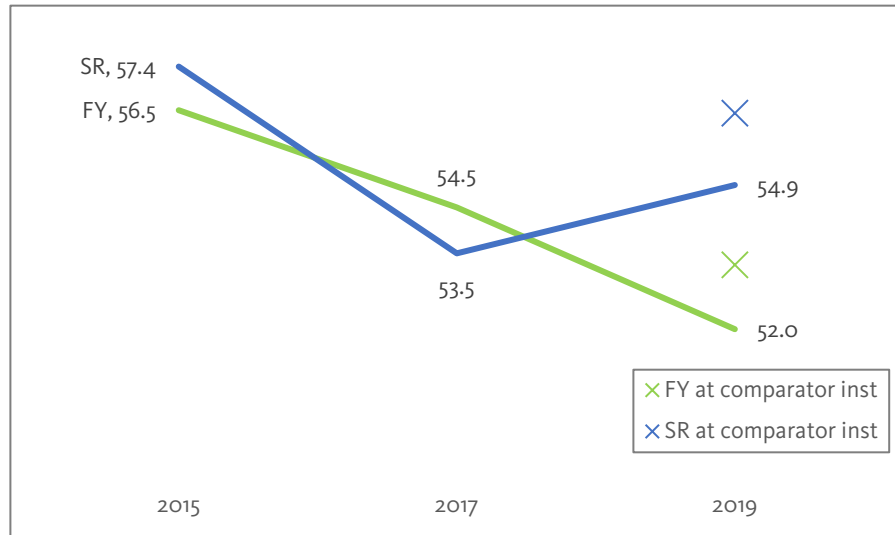


## Socially Responsible, cont.

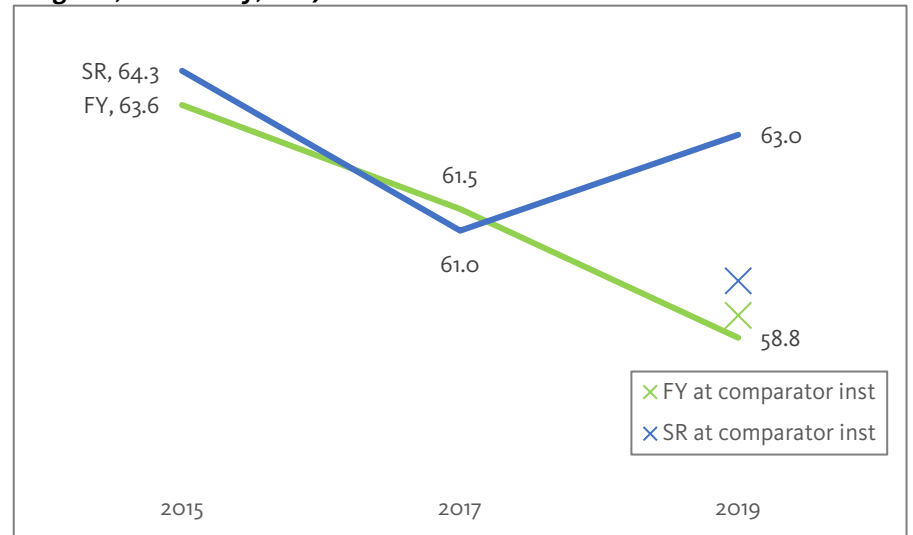
### Community Connections Index Questions

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Percent responding Quite a bit, Very much

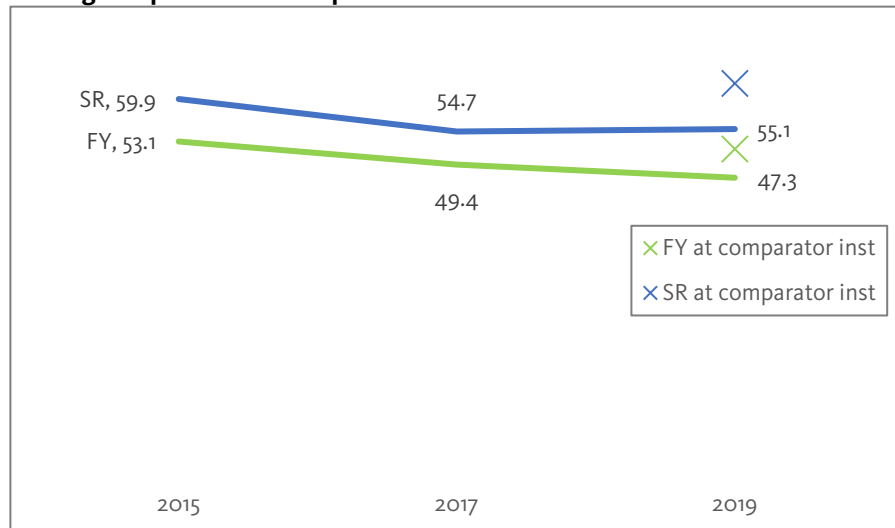
#### Developing or clarifying a personal code of values and ethics



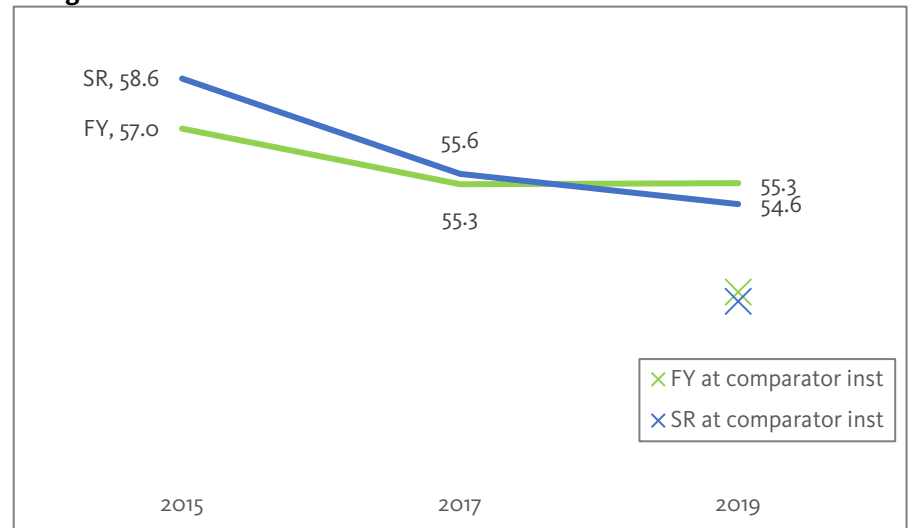
#### Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)



#### Solving complex real-world problems



#### Being an informed and active citizen

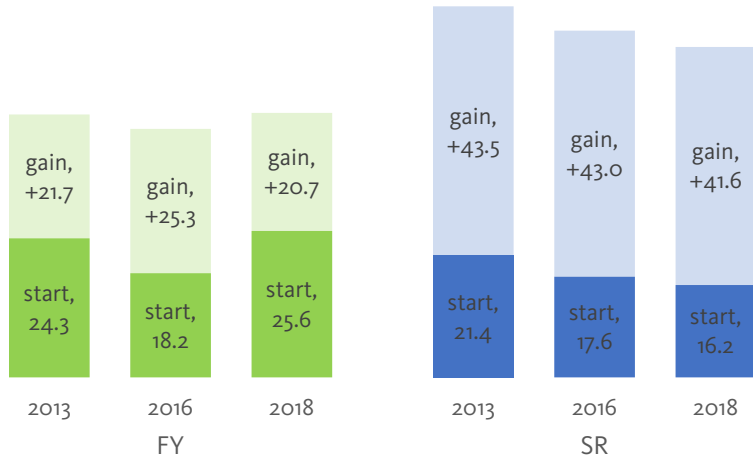


# Socially Responsible, cont.

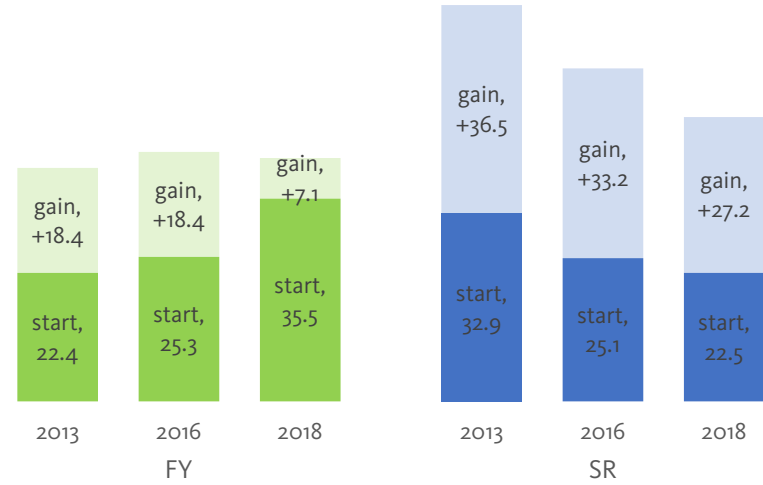
## Change in Global Perspectives Index Questions

Please rate your level of proficiency in the following areas when you started at this campus and now. Percent responding Very good, Excellent

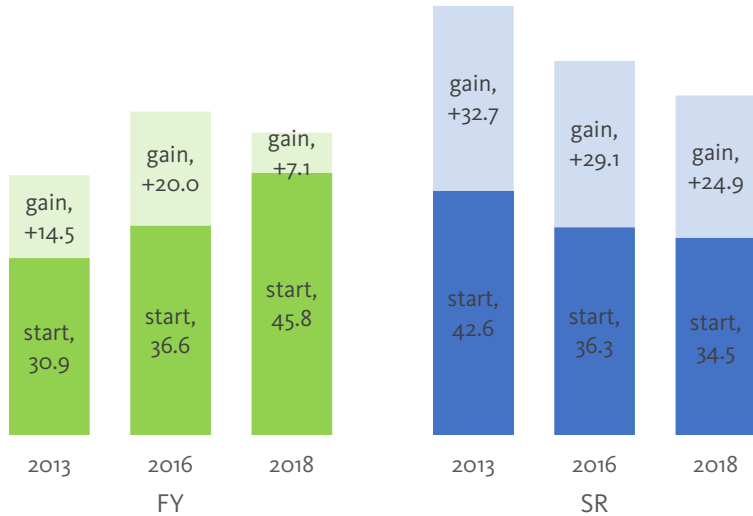
### Ability to understand international perspectives



### Ability to work with people from other cultures



### Comfort working with people from other cultures



FY	abilities at start	current abilities (gain)
SR	abilities at start	current abilities (gain)



## Agenda Item #5

### PathwayOregon Overview

# PathwayOregon

**Doneka Scott,**  
Vice Provost for Undergraduate Education and Student Success

**Jim Brooks,**  
Associate vice President, Director of Financial Aid and Scholarships  
for Student Services and Enrollment Management



## Enrollment, Eligibility, and Funding

- First class enrolled Fall 2008
- Eligibility:
  - Oregon resident
  - Admission as a first-time freshman
  - Minimum 3.4 cumulative high school GPA
  - Federal Pell Grant Eligible
    - Expected Family Contribution (EFC) \$0 to \$5,576
  - Filed the FAFSA by March 2
  - Other eligibility annually determined
- Funding:
  - Institutional funds
  - Oregon Community Credit Union gift

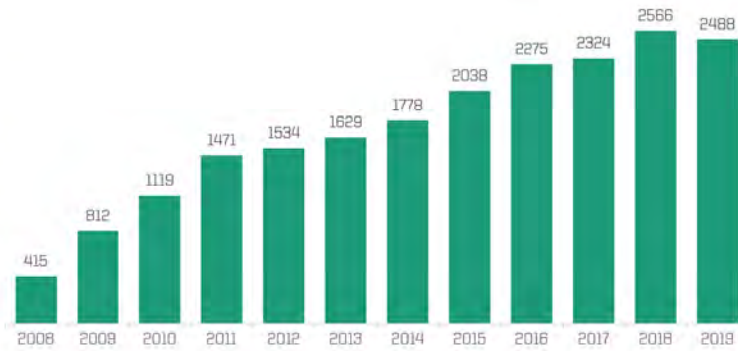
## Fall 2013 Program Revision

- Program revised effective Fall 2013
  - Interested in growing the program
  - Transparency in eligibility criteria
- Eligibility:
  - Graduated from an Oregon High School
  - Federal Pell Grant eligible
    - Expected Family Contribution (EFC) \$0 to \$5,576
  - Filed the FAFSA by March 2
  - High School GPA of 3.40
- Funding:
  - Institutional funds
  - Oregon Community Credit Union gift
- Increase in fundraising focus

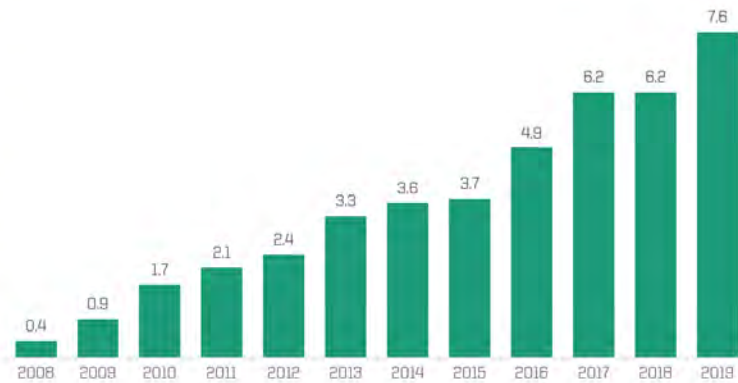
## PathwayOregon Freshmen Enrollment



## PathwayOregon Total Enrollment



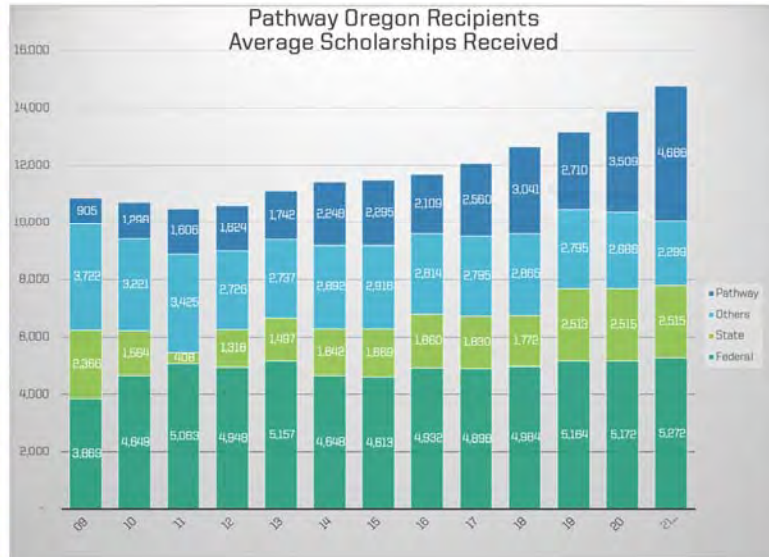
## PathwayOregon Scholarships



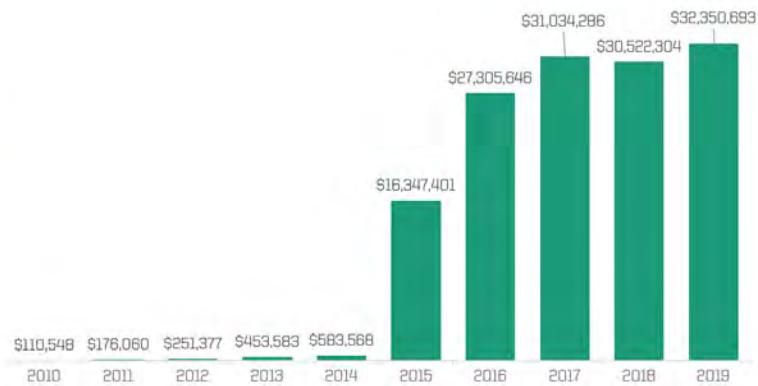
Numbers listed are in the millions by year.



## Composition of Aid Grant Offer



## Endowment Growth



## PathwayOregon Students Served

- In 2019–20:
  - 2488 Participants
  - 57% First-generation
  - 49% Students of color
  - 13% Rural communities
- Since the program's launch in 2008:
  - 6700+ have been awarded the PathwayOregon scholarship

## Wraparound Support for Students

### Comprehensive Advising

- Academic
- Financial
- Personal

### Academic Support

- Free tutoring
- 1-on-1 coaching
- Courses

### Proactive Outreach

- Timely nudges
- Reduce barriers
- Email, text, phone

### Programming

- Orientation
- Financial Literacy
- Workshops

## Peer Mentors

First-year students are paired with upper-division mentor students

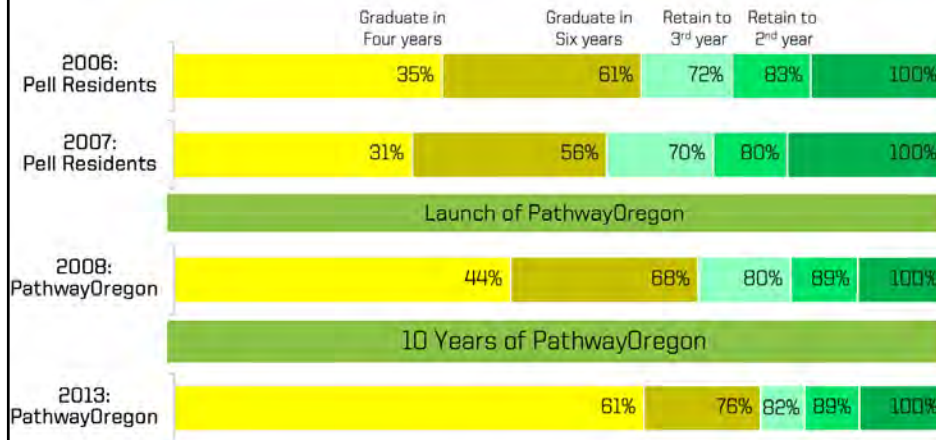
"I was very stressed out, especially in the beginning of the year, that I was going to do something wrong or not make any friends and my mentor assured me that everyone was feeling that way, and this was very comforting."

PathwayOregon Student

## Partnership for Success

Year 1	Year 2	Year 3	Year 4
Meet advisor each term	Declare Major	Complete graduation plan	Major degree check
Financial literacy	Core Ed Progress	Upper-division coursework	Graduate/Job Prep
Explore major and careers	Gateway prerequisites	Internship	Apply to graduate

## Retention and Graduation



Pell residents in 2006 and 2007 are used as a proxy for students with similar financial and demographic profiles to PathwayOregon.  
 Data Source: Institutional Research, Enrollment Research | Jonathan Jacobs, Director of Research, Enrollment Management

## Questions

**Doneka Scott,**  
 Vice Provost for Undergraduate Education and Student Success

**Jim Brooks,**  
 Associate vice President, Director of Financial Aid and Scholarships  
 for Student Services and Enrollment Management





## Agenda Item #6

### UO-OHSU Partnerships

*There are no materials for this agenda item.*



# UO-OHSU Collaborations

Board of Trustees March 16-17, 2020

## Seed Grants — At a Glance

UO-OHSU Internal Seed Grants Awarded	2018-2019	2019-2020
Piloting Grants	6	5
Phase II Piloting Grants	N/A	3
Convening	4	1
<b>TOTAL UO INVESTMENT: \$328,546</b>		

**\$23.6M**

Total budget requested by seed grantees from external funding agencies

**9**

# of proposals submitted to external funding agencies

**3**

# of proposals pending review

**TBD**

Amount awarded from external funding agencies

**4**

# of proposals in progress

**\$3.3M**

Total budget requested pending review

**O**

## UO-OHSU Collaborations External to Seed Grant Funding



33

# of  
proposals  
submitted \*

\$30M

Budget requested  
for proposals  
submitted \*

4

# of active awards with UO  
prime/OHSU sub

\$14.1M

Total budget for UO  
prime/OHSU sub

2

# of active awards with OHSU  
prime/UO sub

\$113,268

Total budget for UO  
subcontracts



\*Submitted since July 2018 / NOT related to the Collaborative Seed Grant Program

## New Oregon Research MoUs

### Around the O

State universities agree to more sharing of  
research facilities



*“When it comes to research and  
innovation, we all agree we are  
stronger when we collaborate  
and speak with one voice.”*

— David Conover

### The Agreements

- Provide greater access to facilities at partner institutions for Oregon university researchers.
- Clarify ownership of intellectual property that emerges from collaborative research.
- Encourage researchers to collaborate in broader ways — ensuring that research investment stays in the state of Oregon.



# UO-OHSU Joint Center for Biomedical Data Science

UO Knight Campus for Accelerating Impact  
&  
OHSU Knight Cancer Institute

O

## Biomedical Data Science Center

### Goals:

- Listen in on cells to detect disease earlier
- Focus on cancer and other deadly diseases
- Integrate UO & OHSU's complementary strengths
- Engage in applied, translational, and clinical research
- Increase student opportunities in data science



O



## Biomedical Data Science Center

### Structure:

- Joint director reports to OHSU and UO
- One associate director housed at each institution
- Three faculty lines at each institution
- UO's lines housed in CAS

*We are creating this unique inter-institutional center recognizing that conquering complex diseases like cancer requires a team effort and effective integration of laboratory science with big data analytics.*

— Robert Guldberg, Ph.D, AtO, 6/13/19



## Biomedical Data Science Center

### Director Search:

- World-class leader with a strong record of scientific achievement in biomedical data science and cancer research
- Search firm – Isaacson Miller
- Search oversight by the joint steering committee
- Joint search committee to review candidates and make short list recommendation to steering committee
- Steering committee will make final recommendation to leadership

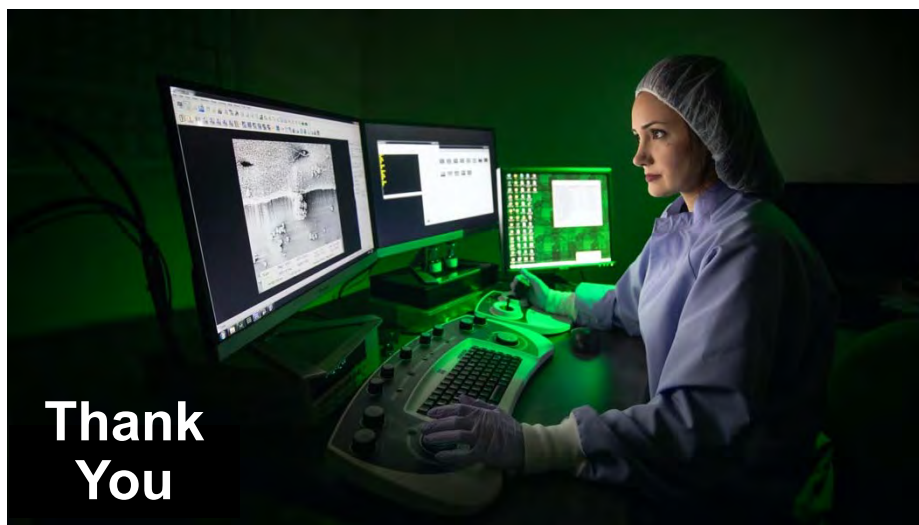


## Gift from Tim and Mary Boyle

- \$10 million to UO, with a matching \$10 million to OHSU
- Director startup and salary for the first five years
- Ten undergraduate fellowships
- Five graduate fellowships
- Endowed funds to support three named professorships

*Mary and I are thrilled to help create an environment that allows researchers to tap the power of big data and prepares students for careers in the rapidly changing field of data science.*

— Tim Boyle, AtO, 6/18/19



**Thank  
You**



Board of Trustees March 16-17, 2020



## **Agenda Item #7**

### **Standardized Tests in Admissions**



# TASK FORCE

on usage of SAT/ACT in undergraduate admissions



**Jim Rawlins**  
Assistant VP,  
Director of Admissions



**Janet Woodruff-Borden**  
Executive  
Vice Provost

Co Chairs



**Jim Brooks**  
Associate VP,  
Director Financial Aid



**Lorraine Davis**  
Special Assistant to AD,  
President, and Provost



**Bill Harbaugh**  
Professor,  
Economics



**Beth Harn**  
Associate Professor,  
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**Emily Simnitt**  
Sr. Instructor I,  
English

## Task Force Schedule:

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### February:

- 7<sup>th</sup> - Task Force kick-off meeting
- 10<sup>th</sup> - Statewide Counselor's Advisory Board | invitation for members
- 12<sup>th</sup> - Initial Briefing for full Senate
- 14<sup>th</sup> - "Office Hours" | drop in for members
- 21<sup>st</sup> - Task Force Meeting

### March:

- 10<sup>th</sup> - Deans Council
- 11<sup>th</sup> - Full Senate Briefing
- 16<sup>th</sup> - Board of Trustees Meeting

### April:

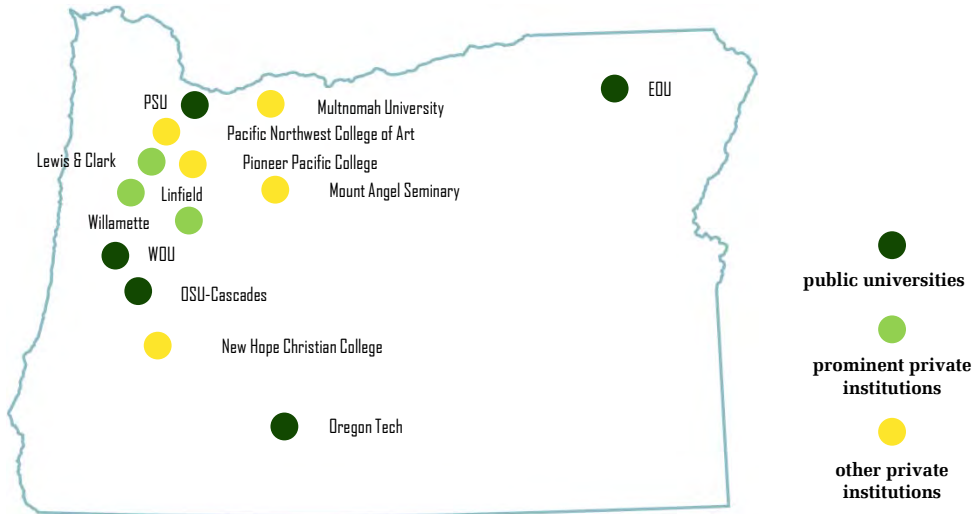
- 1<sup>st</sup> - Senate Executive Committee
- 8<sup>th</sup> - Senate Vote of Agreement
- TBD - President and Provost decision

***The landscape for admissions is changing rapidly ...***

*Test-optional admissions is about to grow dramatically*



Test-optional policy in place at 13 Oregon institutions



**PAC 12**



Washington State University



Arizona State University



University of Arizona

**Other examples:**

American University  
Bates  
Bowdoin  
Brandeis  
Colby  
Colorado College

Connecticut College  
DePaul  
George Washington University  
Indiana University\*  
NYU\*  
Rochester

Trinity (CT)  
University of Chicago\*  
University of Denver  
University of Texas-Austin\*  
Wake Forest

*\*AAU Members*



**Test scores have long been used as a standardized measure in undergraduate admissions.**

They provide some level of prediction of student outcomes in college, including first-year and cumulative grade point averages

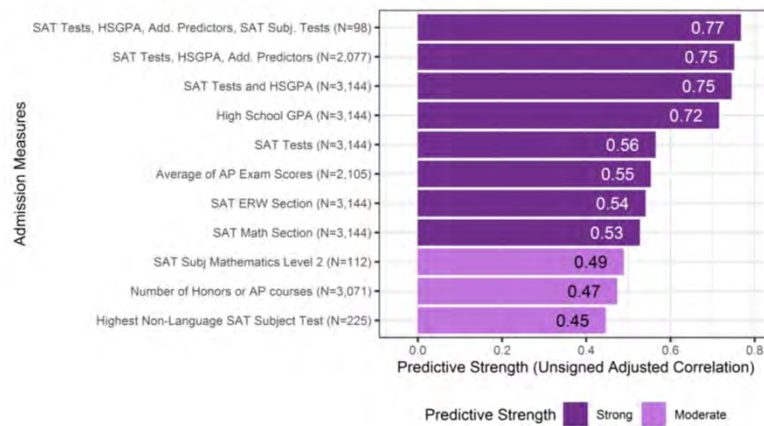
Correlations between SAT scores and first year GPA average in the .40-.50 range

However, research has shown that scores from the SAT and ACT vary not just as a function of academic ability, but also in ways that reflect differences beyond a student's control, including family income, parental education level, and race/ethnicity

While the tests are considered reliable, significant concerns about validity for some populations of students lead UO and other institutions across the country to reconsider their use.

College Board ACES Report, 2018 freshman class

**Predictive strength of admission measures for UO**



## Our current admissions practices

---

- Holistic
- Not rigidly reliant on test scores
- Academic factors – grade trends, rigor, local context of school
- Nonacademic factors - accomplishments, understanding of diversity and culture, resilience

## Recommendations



Beginning effective with applicants fall 2021 freshman admission, move to traditional test-optional policy that allows:

- Most applicants to have the choice of being considered for admission without test scores
- Consideration for admission to UO overall, the Clark Honors College and the Lundquist College of Business Direct Admit program.



## Exceptions

### The following would still be required to submit scores:

- Applicants whose high school curriculum includes study at an unaccredited school or homeschooled students
- NCAA-recruited athletes
- Other students who, on a case-by-case basis, were determined to need to submit scores as additional evidence of college readiness.



## Implementation

- All three versions of application will need content updated on the regular spring update schedule.
- Banner and other internal systems will need to be updated for new process
- Admissions reviewers and other scholarship/ admissions committees will need to be trained

## Communication

- Develop plans to communicate the change to both internal and external audiences
  - The University community – especially faculty and staff
  - All print and online resources aimed at prospective students/ families
  - High school counselors and administrators
  - The legislature
  - General public

# GOALS

of a test-optional approach

Further grow  
diversity

Increase pool of  
considered  
applicants

Grow  
enrollment

Address issues  
of equity in  
admissions

## *In summary ...*

Based on review of relevant data, test-optional models, and potential benefits, we recommend the University of Oregon move to test-optional admissions.

# Task Force Report

Recommendation regarding use of standardized test scores  
in admissions to the University of Oregon

## **Scope of Work**

The task force was asked to make recommendations to university administration and senate leadership regarding the use of the SAT and ACT as a part of the domestic undergraduate admissions process. While standardized tests have long been part of the admissions process of most colleges and universities, a growing body of research raises some questions about their efficacy in measuring student readiness. Additionally, there is research that shows there may be issues of inequity when it comes to using standardized tests for admissions.

The task force met 3 times. The co-chairs and several members also met with a standing Counselor Advisory Board, a group UO Admissions regularly convenes, to discuss their experiences with test-optional admissions practices and the pros and cons of UO moving to such a model. The co-chairs briefed the Senate and are scheduled to meet with the Undergraduate Council and the Dean's Council. The Senate was also asked to complete a Qualtrics survey on their views, concerns, and recommendations regarding test-optional admissions for the UO.

## **Background**

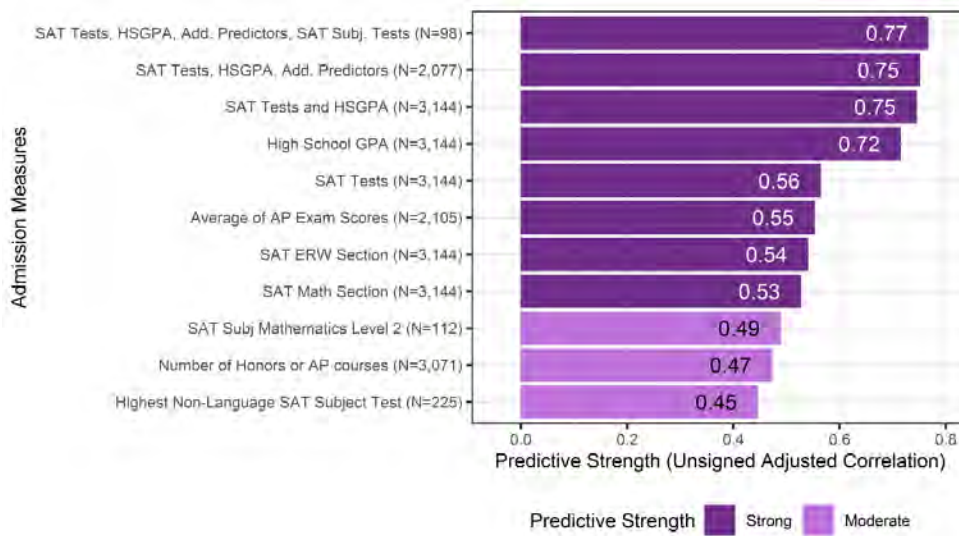
Test scores have long been used as a standardized measure in undergraduate admissions. They provide a significant level of prediction of student outcomes in college, including first-year and cumulative grade point averages (Higdem et al., 2016). Correlations between SAT scores and first year GPA average in the .40-.50 range (Berry & Sackett, 2009; Sackett et al., 2012). This relationship also continues with fourth year GPA (Mattern & Patterson, 2011) and when using the ACT rather than the SAT (Westrick et al., 2015).

However, research has shown that scores from the SAT and ACT vary not just as a function of academic ability, but also in ways that reflect differences beyond a student's control, including family income, parental education level, and race/ethnicity (Allensworth & Clark, 2020; Higdem et al., 2016). While the tests are considered reliable, significant concerns about validity for some populations of students lead UO and other institutions across the country to reconsider their use.

## **UO Validity Study**

The ACES Admission Validity Study for the University of Oregon (ACES; College Board, October, 2019) examined admissions predictor variables as they relate to outcome for an entering cohort of first-time freshman students (Fall 2018). The key question in making a recommendation regarding a test-optional approach to admissions is whether and to what extent test scores predict student success in college. Data suggest that, for UO, SAT scores add to predictive power, but only by a small amount. These findings are generally consistent across subgroups, although there are some minor variations in incremental prediction. These findings are generally consistent with results from the research literature and also with results from prior UO ACES studies, completed in 2014 and 2015. As shown below, when examining the entire sample, the best predictor tends to be high school GPA, with a correlation of .72 between high school GPA and first year college GPA. Correlations above .50 are generally considered strong. Note there is only a slight increase in prediction when including test scores into the regression equation, and SAT scores alone provide less predictive strength than high school GPA alone.

## Predictive strength of admission measures for UO (overall)



Detailed in the Appendix of this report is an examination of the predictive strength of admissions measures across demographic categories. Of note, the relationships are relatively invariant, with high school GPA being a better predictor than SAT scores alone, regardless of demographic groupings.

### Our current guidelines for admission:

Current UO admissions requirements are posted on the Admissions webpage and in printed material. Most relevant to the current recommendation, test scores do not currently play a rigid or powerful role in freshman admission decisions. Oftentimes, they barely play a role at all. In that light, UO Admissions is confident that we can still reach good decisions for applicants who might choose to not submit those scores. Our admission's materials inform applicants that we currently consider these factors in our decisions:

- strength of academic course work
- grades earned
- grade trend
- standardized test scores
- senior-year course load
- motivation as demonstrated in the application essay
- extracurricular activities including community service and the need to work to assist your family
- ability to enhance the diversity of the university
- academic potential
- special talents

In describing ourselves as having a holistic review process, one key foundation to making that statement is the acknowledgement that different factors are of more use to us with some applicants than they are with others. Especially when contrasting our approach to review with other institutions that might be

considered comparators, it is important to note that Oregon is an institution that offers admission to a high percentage of our applicants, and that this institution is in a growth mindset for enrollment at the present time. While the institution seeks to bring in the most talented class possible, we also benefit from an overall approach to freshman admission that is:

- efficient when possible given an increasing application volume – up nearly 40% from four years ago;
- careful in ensuring that we are admitting students for whom we have the right supports to foster success; and
- adaptable enough to identify a variety of ways students can show readiness and the ability to contribute to the campus community.

Many of our admissions decisions are easy to make. Historically, students who submit all required materials, have strong grades and test scores, and who have met or exceeded our minimum course pattern, can be offered admission on a fairly rapid timeline. For those applicants whose initial review shows that we cannot be as sure of their readiness for success, the holistic process takes longer, but ensures we reach a more thorough decision. Simply put, when we invest extra time in the decision process on these students, we are more focused on finding reasons to offer admission than to deny it.

It is also important to address more selective admissions processes within the freshman pool, for the Freshman Direct Admit program in the Lundquist College of Business since 2017 and for the Clark Honors College beginning with the 2020 applicant pool. The same concepts detailed below are used in these more selective programs to ensure those two groups are chosen with the same care.

#### *The holistic components*

Following the practices of many of our peers, Oregon's current process is built on the idea that we should be able to distinguish a student's academic factors from their non-academic ones. This allows us to consider these applicants from a two-dimensional perspective.

Academic factors that are considered address largely what happens in the classroom. Central to this is that a student's record should be assessed beyond the overall GPA for factors including grade trends over time, the rigor/difficulty of courses, and the projected senior year schedule in particular. Test scores from the ACT or SAT can still be considered, but are used only sparingly. Without giving holistic reviewers any cut scores, the rough concepts of unusually high or unusually low scores might sometimes play a contributing role in understanding a student's record. The UO, then, lets standardized test scores contribute to an impression of the applicant, but they can just as possibly be determined to not offer additional insights gained elsewhere in the file.

Underpinning the entire academic component, though, is the concept of "local context," and the need for a reviewer to know the difference between what a student chooses vs what is available to them. For example, before judging whether a student chose a rigorous schedule filled with Advanced Placement (AP) courses, a reader needs to first know how much AP was available at that high school, and in what subjects. In consideration of local context, the Office of Admissions maintains data on over 17,000 high schools throughout the US and beyond, capturing data from a variety of sources to usually allow readers to know International Baccalaureate or Cambridge curriculum schools, how much AP curriculum is available, whether the school is public/charter/private, and in some cases, the percentage of students on free/reduced lunch, how many of the students have attended UO, or how they have done upon arrival.

Non-academic factors are used in providing a Personal Qualities Assessment, or PQA, in addition to the Academic score. Completely independent of those academic factors, the PQA is equally concerned with identifying ways in which the student has: (a) accomplishments in regard to activities, community service, work, or leadership; (b) a strong understanding of diverse perspectives or cultural difference, either by their own background or their awareness of how it could relate to their experiences as a member of the UO community; or (c) been impacted by hardship or adversity.

Taking action on a holistically reviewed file stems from the ability to not only see where an applicant lands in the context of the overall application pool, and comparison to others, but how that applicant stands more singularly. On each of the two axes, a score of 1 to 9 (low to high) sorts out applicants in a way that moves beyond grades and test scores, even if each remains available in support of a final decision. Readers are carefully trained at the beginning of each season with sample applications, informed about the broad and narrow implications of local context, and the need to be both efficient and consistent in planning out their reading pace and volume. Whenever possible, the staff assigned to read each file are those who recruit in those same states or areas, to give them the best likelihood of knowing subtleties and patterns for the files they read. The readers themselves do not make decisions, but rather provide these two assessments in a way that facilitates admissions leadership reaching overall conclusions.

To review files holistically when test scores are not available would be a minimal transition since, for many students, those scores do not form a sizeable portion of our academic assessment. Considering that the academic assessment consists of multiple factors, such as trends, curriculum strength, and local context, we have high confidence that thoughtful academic assessments can still be made in the service of the review process.

Since the initial decision to have certain files receive holistic review is based on the three traditional factors of overall GPA, test scores, and curriculum/course pattern, a student missing one of these three would be more likely to be assigned for a more thorough read than students for whom strong scores are a part of that initial sorting mechanism. Admissions has assessed our reader volume, workload, and pace, and are confident that we can complete what would be a likely increase in holistically reviewed files across general admissions decisions, the Freshman Direct process for LCB, and the Clark Honors College.

### **What goals does the University of Oregon have that test-optional admissions could help achieve?**

The two fundamental possibilities that a university can expect from adopting a test-optional policy are changes to who applies and who is offered admission. Much public discussion around the topic of inequity in standardized tests builds from the question of whether these scores provide an equal or significant predictor of student success across all groups, especially for students from lower socioeconomic backgrounds and/or minority racial/ethnic groups. The University of Oregon is, unlike the flagships in many other states, relatively successful at enrolling a freshman class whose in-state cohort is fairly representative of the group of graduating, college-bound students from which it is drawn. This does not mean, though, that we could not increase our diversity in these regards, particularly in light of our status as a national research university. Becoming a test-optional institution has great potential to not only remove a perceived barrier from deciding whether to apply, but positively impact how those applicants see themselves belonging to, and being welcomed into, an incoming class.

Additionally, students of all backgrounds, both in Oregon and beyond, are becoming aware of which schools are test-optional. Students prone to test anxiety and many other students who do well in school but simply do not do well in standardized test settings are attracted to campuses willing to consider this broadened perspective. From around the state and across the country, especially if we communicate our approach well, this policy change could lead to an increase in applications consistent with our goals to grow the enrollment of the university.

The holistic review process at UO already does much to level the playing field for diverse applicants. As illustrated above, applicants are already considered in a way that looks for the positive and supports our goal of increased access for students with potential. However, the bigger hurdle this policy change would help clear is that of students who are interested enough to apply, but for one or more reasons, never complete their files enough to be truly considered for admission. For outcome purposes, being incomplete is currently comparable to being denied admission. In the 2020 applicant pool, these incomplete files show variations across some of the same categories for which we seek to increase applications. For example, among Oregon residents, an African American student is twice as likely as a white student to apply but never submit test scores. The difference is even more pronounced among non-resident applicants. While we should not assume all applicants who fail to submit test scores would be admissible if reviewed, or that all would choose UO if offered admission, it would have at least some potential to increase enrollment.

Beyond these two factors, one other key question is whether certain highly accomplished students who have applied to UO in past years are the types who would now be less interested in applying if this policy gave them a lower impression of our institution. However, the many colleges and universities moving to a test-optional approach in just the last few years can largely set that topic to rest. One key to ensuring this positive outcome would be ensuring that applicants with strong scores feel valued for their accomplishment.

### **Comparative Institutions**

Within the state of Oregon, thirteen different institutions in Oregon are listed on FairTest.org as of this writing as having some fashion of a test-optional policy in place. That includes five of the state's public universities (EOU, OSU-Cascades, Oregon Tech, PSU, and WOU), three well-regarded independent institutions (Lewis & Clark, Linfield, and Willamette), and five other lesser-known schools (Mount Angel Seminary, Multnomah University, New Hope Christian College, Pacific Northwest College of Art, and Pioneer Pacific College).

Across the Pac-12, most schools are not on this list yet, but three are, Washington State University, Arizona State University, and the University of Arizona. Besides the UO, at least four other members of this group are confirmed to be looking at this same topic right now.

Less is known about the possibilities at other public or private members of the AAU. However, easily the most high-profile to join the list in the last year is the University of Chicago. AAU or otherwise, several other public flagships, such as Indiana University and University of Texas-Austin, have now joined the list. Other notable privates on the list include Colorado College, University of Denver, Connecticut College, Trinity (CT), American University, George Washington University, DePaul, Brandeis, Bates, Bowdoin, Colby, Wake Forest, NYU, and Rochester.

Of particular note, the University of California system recently decided to retain standardized tests as part of their admissions process, even while acknowledging a desire to continue a longer-term goal of



changing their assessment process to move beyond these scores at a future time. The differences between their system and UO are important to consider in understanding how the two institutions can reach different decisions in consideration of their different landscapes. First, the UC system is a highly competitive system of campuses with extremely high selectivity and extremely low admission rates for applicants from their own state. In that sense, much more of their review process is concerned with the entire applicant pool, and for careful selection among students who are seen as clearly admissible (vs Oregon's review process, which helps determine whether an applicant is admissible and is used with only a small segment of the pool). Second, the UC system is unable to consider race/ethnicity among their factors in reaching decisions (vs Oregon, where our state has no such legislative restrictions). Last, while the UC system and UO each seek to enroll classes that reflect their state, the UC system falls short of its goals of enrolling classes that reflect the diversity of its state.

### **Test-optional approaches:**

The term "test-optional" is broad and implemented somewhat differently across the growing number of campuses that pursue it. A wide array of universities and colleges have been adding their names to the rolls of test-optional institutions on [FairTest.org](https://www.fairtest.org), including many colleges that UO would not consider our peers. However, that landscape is changing rapidly, and conversations among admissions professionals and in the media give the impression that the list is about to grow fairly significantly.

Below are links to illustrate how policies around test-optional approaches are communicated:

[University of Denver](#) (test-optional as of the 2020 applicant pool)

[Indiana University](#) (test-optional as of the 2021 applicant pool)

[University of Chicago](#) (test-optional as of the 2020 applicant pool – go to "Application Materials" list)

[Bowdoin College](#) (test-optional for fifty years)

[Northern Illinois University](#) ("test blind" beginning with the 2021 pool)

[New York University](#) ("test flexible" for the last several years)

[University of Arizona](#) (test-optional for general admission for many years, but required for scholarships and several specific colleges/majors/programs – some argue they are barely test-optional at all)

A review of these links will show details as to how each institution carries out its policy. A traditional approach is for an institution to allow students to opt to be considered without test scores for both admission and scholarship. Some will require the student to do additional things (such as submit a portfolio of other information), but the core possibility is that applications can be considered complete or reviewable without scores. Examples include Indiana, Chicago, and Denver. Variations on this core approach include:

- Test-optional with a GPA threshold: test scores are not needed unless a student's GPA is below a certain threshold, such as a 3.0.
- Test-optional except for scholarships: no-score students can be offered admission, but will not be considered for any merit-based funding.
- Test-optional except for certain programs: students applying to certain programs, such as Honors, or a competitive major, are required to submit scores.
- Test-flexible: an institution may still require some sort of score-based component to be submitted for the student to be considered, but looking more broadly at their available options, might also consider results from the International Baccalaureate or Cambridge-related exams, a certain combination of AP score results, or other possibilities on a predetermined list.
- Test-blind: no scores will be considered, even if submitted.

**Task Force Recommendation:**

After review of relevant data, test-optional models, and potential benefits to UO, we recommend the University of Oregon move, effective with applicants for Fall 2021 freshman admission, to a traditional test-optional policy in which most applicants can ask to be considered for admission or scholarships without test scores. This would include the ability to be considered for admission to the university overall, as well as to the Clark Honors College, and to the Lundquist College of Business Direct Admit program. A box would be added to all three forms of the application (the Common Application, the Coalition Application, and the university's own "Oregon Application") that a student could check asking for this type of consideration.

We also recommend that students have the ability to reverse this decision after submitting the application. Students would also be eligible for the Pathway Oregon program; however, the ability to guarantee scholarships based on a certain GPA/score combination could not be extended to these students, if for no other reason than we cannot sufficiently predict the impact on our scholarship budget.

Exceptions to this policy for applicants who would still be required to submit scores include:

- Applicants whose high school curriculum includes study at an unaccredited school, or in the homeschool setting;
- Applicants whose high school record is ungraded (versus pass-fail or portfolio-based);
- NCAA-recruited athletes;
- Other students who, on a case-by-case basis, were determined to need to submit scores as additional evidence of college readiness.

Implementation of this new approach would require several practical steps, many of which are driving the tight timeline that has been established for this discussion. For example,

- All three websites from which we receive applications require lead time for our annual update to application content and requirements.
- Banner systems need to be updated to store the student request; on a related note, workflows, and Banner definitions of complete vs incomplete files, will need to be updated to allow for this possibility; and the calculation of a no-score index proxy will need to be considered to help with efficient initial review and routing of our increasing pool.
- Holistic reviewers in Admissions, faculty readers in the Clark Honors College, and other scholarship/admissions committees around campus, will need to be trained on how to ensure decisions continue to be effective in cases where scores are not offered.

Last, communication about this change must be thorough in regards to both internal and external audiences and constituencies of the University of Oregon. To offer a few specific examples:

- The university community needs to be informed of the change in regards to faculty understanding this altered approach to selection of incoming freshmen.
- Print publications, the university catalog, and all online resources must be updated to clearly reflect the change, and admissions staff properly trained on how to explain and discuss this approach with prospective students/families and school counselors.
- Communication to state legislative constituencies should be clear as to the benefits of this approach.

- The general public should be informed.

The task force feels that such changes to communication and internal review processes would be a valuable exchange for the possibility of an increased applicant pool and alignment with national equity goals and trends among comparator institutions.

## Resources

Following is a list of some of the recent conversations on test-optional approaches that informed the task force's review.

Media stories:

[US News – Applying to Test-Optional Colleges: What to Know \(Sept 2019\)](#)

[Inside Higher Education – Making the Case for Test Optional \(April 2018\)](#)

[Wall Street Journal – Is It Fair to Award Scholarships Based on the SAT? \(Feb 2020\)](#)

<https://subscriber.politicopro.com/article/2020/02/florida-house-panel-oks-testing-plan-other-school-standards-1874745> (Feb 4 2020)

University of California:

[Lawsuit being filed in California over use of scores \(Oct 2019\)](#)

[University of California senate task force recommendations \(Feb 3 2020\)](#)

<https://www.latimes.com/california/story/2020-02-03/uc-should-keep-sat-and-act-as-admission-requirements-faculty-report-says> (Feb 3 2020)

Other university announcements/stories:

[Indiana University Board allows campuses to choose policy \(Dec 2019\)](#)

[University of Chicago announces its policy and rationale \(June 2018\)](#)

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Sackett, P. R., Kuncel, N. R., Rigdon, J. L., Beatty, A. S., Shen, W., & Kiger, T. B. (2012). The role of socioeconomic status in college admissions: critical tests of claims that admission test validity is artifactual. *Psychological Science*, 23( 9), 1000– 1007.

### **Task Force Membership**

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Alison Schmitke, Undergraduate Degree Program Director, College of Education

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Gabe Paquette, Dean, Clark Honors College

Gerard Saucier, Professor, Psychology

J P Monroe, Director, Institutional Research

Jessica Price, Associate General Counsel

Jim Brooks, Associate Vice President, Director of Financial Aid

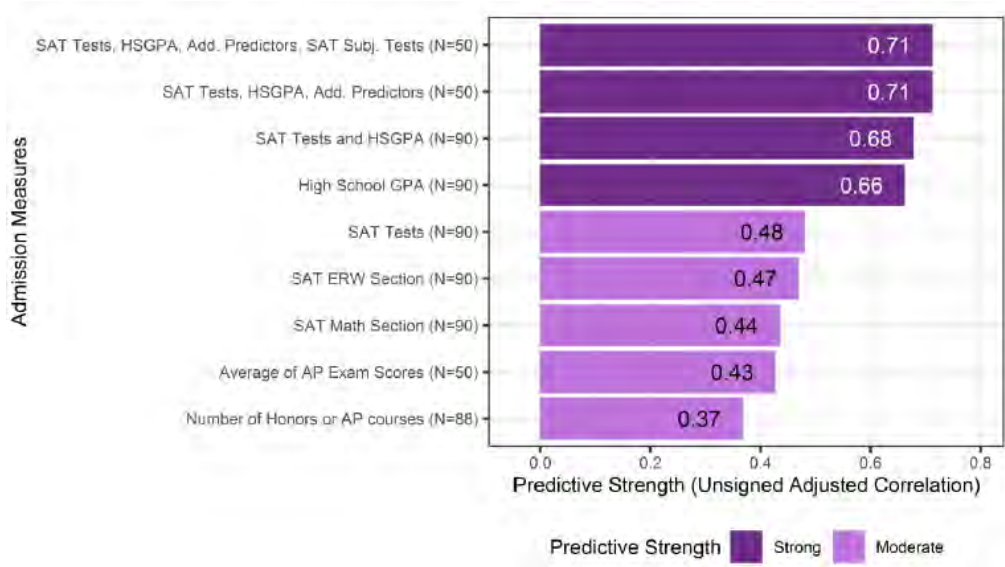
Lorraine Davis, Special Assistant to AD, President, & Provost

Mike Price, Sr. Instructor II, Assistant Department Head, Mathematics

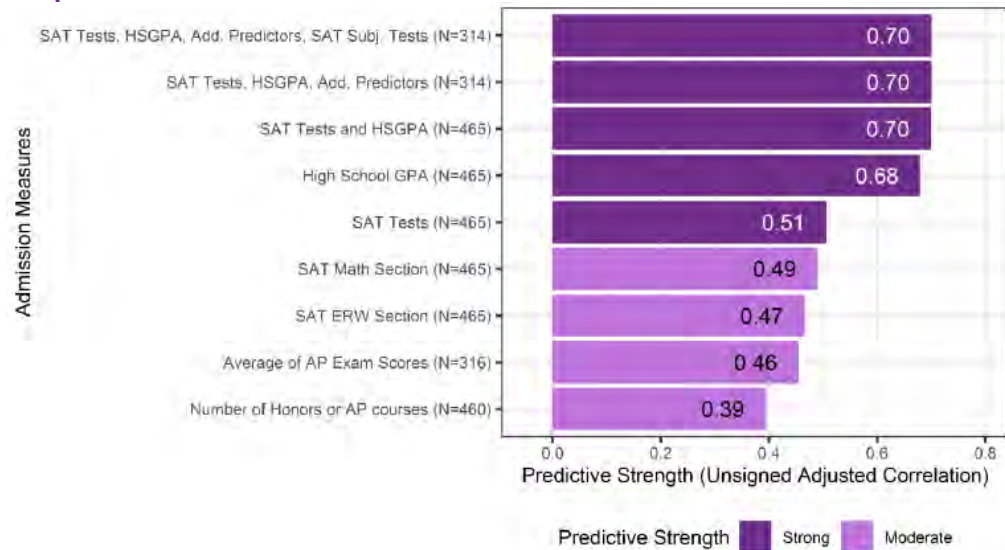
# Appendix

## Predictive strength of admissions measures across demographic categories (ACES; College Board, October, 2019)

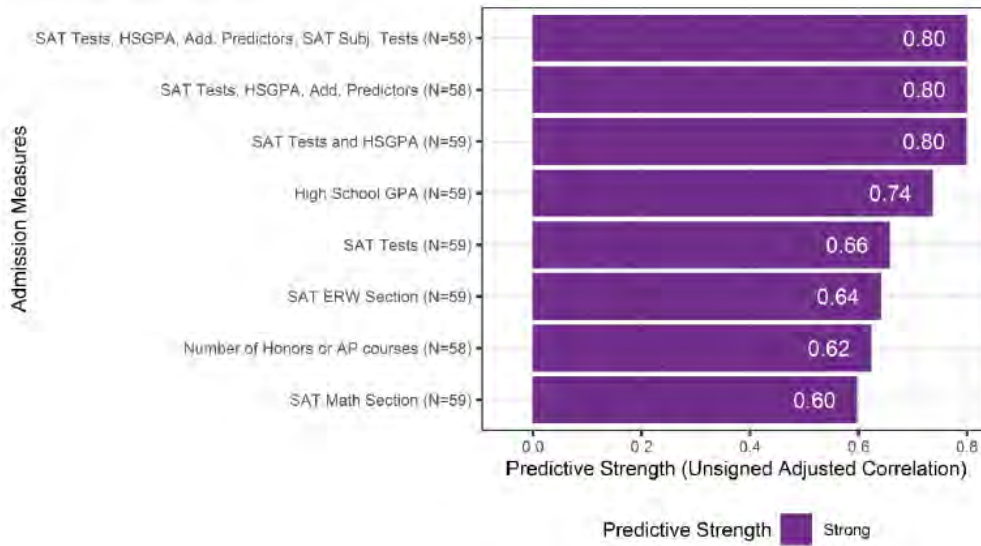
### Black or African American students



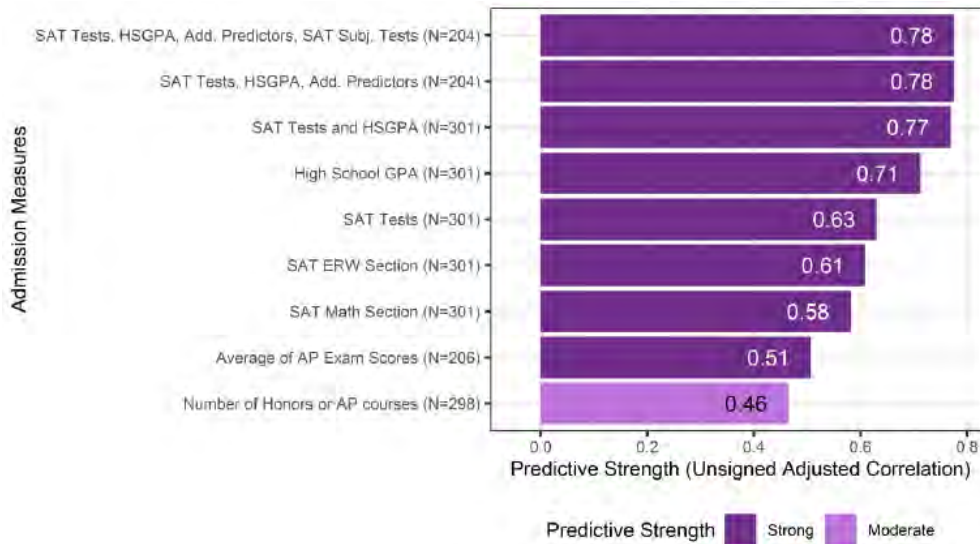
### Hispanic or Latino students



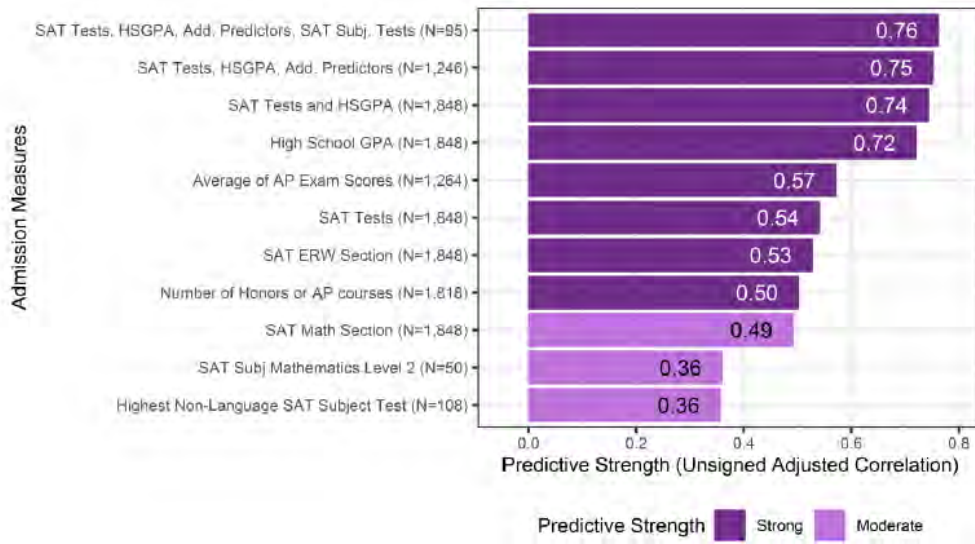
## Students not reporting Race and Ethnicity



## Students endorsing 2 or more Races



## White students:







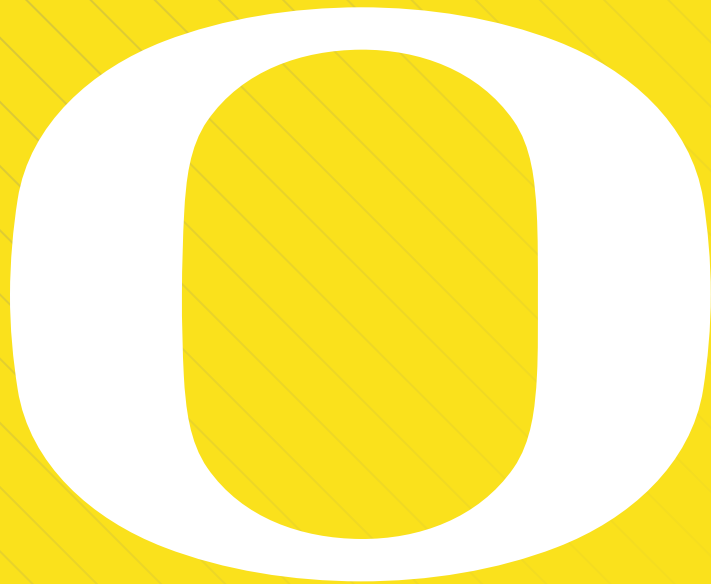
## **SUPPLEMENTAL MATERIALS**

**--COE's Biennial Institutional Plan for Educator  
Equity in Teacher Preparation**

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# EDUCATOR EQUITY IN TEACHER PREPARATION: INSTITUTIONAL PLAN 2020

A PLAN TO RECRUIT, RETAIN, AND  
GRADUATE MINORITY EDUCATORS



UNIVERSITY OF  
OREGON

College of Education

Prepared by the Office of the Dean,  
College of Education, University of Oregon  
Submitted to the Higher Education Coordinating Commission

## **Introduction**

The University of Oregon's College of Education (UOCoE) is united in its mission, "to enhance individual lives and systems." We are a community of intellectual leaders that generates new knowledge and innovative practices intended to inspire our students to help their communities resolve pernicious social problems. One of the most robust solutions to many of our social problems is ensuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good.<sup>1-2</sup> We accept the responsibility as intellectual partners to support our local, regional, national, and international communities in building educational and social systems that respond to, and amplify, the diverse knowledge, skills, and potential of all students. It is our mission and commitment to promote positive, enduring, and empirically verified change in the lives of all children locally, nationally, and globally.

To build responsive educational social systems for all, we must first use our transformational scholarship, integrated teaching, and collaborative practice to promote equity, diversity, and inclusion in our College and nurture the next generation of exceptional educators. The diverse representation of exceptional educators in our K-12 schools, who operate within a framework of cultural humility<sup>3</sup> is essential to promoting equity and access of opportunity for all children.<sup>4-6</sup> Creating a learning environment that is welcoming, diverse, and inclusive is the responsibility of our entire college community. Scholars from numerous disciplines have documented the benefits of institutional diversity,<sup>7-8</sup> and education should be at the forefront of that charge. The field of education is the single profession in the unique, privileged, and influential position of interacting early and often with the nation's diverse future generations. Educators have the unique and weighty responsibility to ensure that the faces our students see in their educational spaces intentionally and positively reflect their diversity and all its associated assets. Enhanced diversity improves students' intellectual and academic skill development and performance, intellectual flexibility, engagement, and motivation; retention and graduation rates; and cross-cultural understanding, engagement, and competence.<sup>9-11</sup>

This plan outlines strategies that the UOCoE is implementing to optimize our institutional capacity to recruit, retain, and graduate more students from culturally and linguistically diverse backgrounds in both general and special education preparation programs.

## **Institutional Commitment**

In 2015, University of Oregon President, Michael Schill, announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience for both undergraduate

and graduate students. Over the past five years, we believe the tenets of equity and inclusion woven into each of these priorities have begun to assert a slow but discernable influence over the institutional barriers that have historically hindered sustainable change at the University. In the time since those priorities were instituted, the University has begun to realize the impact of some of these priorities and in some instances, is recognizing a positive shift from “aspirational initiative” to common practice. For example, as of 2019 following two institutional trainings, the University has now implemented a pilot search advocate program dedicated to ensuring that campus faculty searches adhere to a set of inclusive and equitable standards from conceptualization (during the creation of position descriptions) to final selection of the candidates who will ultimately join our community. In addition, other institutional changes have begun to produce results in this climate of intentional change: changes in building names, activities initiated and monitored by our University’s Division of Equity, and Inclusion, allyship trainings, the campus-wide implementation of strategic frameworks such as the LACE (Love, Authenticity, Courage, and Empathy) and IDEAL (Inclusion, Diversity, Evaluation, Achievement, Leadership); funding associated with college’s Diversity Action Plans (DAP) that are grounded in the institution’s strategic frameworks; partnerships in and with community; equity and inclusion officers throughout the University, to name a few.

It is no coincidence that these institutional priorities for the University of Oregon are aligned with the state’s commitment to pursue equality for Oregon’s increasingly diverse population and the state’s goal, “that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015). The University of Oregon’s institutional commitment is to increase our recruitment, retention, and graduation of talented, engaged, and committed educators from diverse cultural and linguistic backgrounds, and international populations. To achieve this, we will maintain focus on two objectives: increasing educational access and opportunities and providing inclusive learning environments for our students. We believe that these two overarching objectives will support both our recruitment and retention priorities in the college.

### **Planning Process**

The work reflected in this plan began in September 2015 and has continued to ensure that it remains a living and engrained activity based on active research, data, and critical conversations with College administrators, faculty, staff, students, and governance committees. Since 2015, the college has ensured the presence of a dedicated position to help the UOCO maintain a focus on the equitable and inclusive practices that contribute to a positive climate in the college for all students, faculty, and staff. The focus of these ongoing discussions has been on identifying our institutional

strengths, resources, weaknesses, and missed opportunities in educator preparation and broader educational programming and incrementally strengthening our institutional objectives, strategies, and practices to optimize our capacities and reduce our deficits.

During the institutional planning process, we used state reports on the status of educator training in Oregon, <sup>12-13</sup> research on key national trends in post-secondary enrollment and diversity in higher education<sup>7-11, 14</sup>, student, staff, and faculty data collected by the University of Oregon Office of Institutional Research; and student survey data collected by the University of Oregon Graduate School and our College. All of these data sources informed the development of the key objectives, goals, and strategies that comprise this plan. Since 2015, the University's Students of Color population has increased from 24.2% to 30.3% in 2019 <https://ir.uoregon.edu/students>. A growth rate of approximately, 6.1% since 2015 (averaging 1.22% per year in that time period).

### **Key Objectives and Goals**

The overarching aim of this plan, as stated in OR House Bill 3375, is to increase the number of students who graduate from our educator preparation programs and who either identify as Black, of Hispanic culture or origin, have origins in the Far East and Southeast Asia, the Indian subcontinent, or the Pacific Islands, who are original people of North America including American Indian or Alaskan Native, and/or are individuals for whom English is not a first language.

To achieve this overarching aim, we continue to pursue the two key objectives outlined in our original plan: to increase educational access and opportunities for our students and provide an inclusive and welcoming learning environment. This report details the goals and strategies that we have pursued over the past five years to achieve these key objectives, the metrics, personnel resources, and timelines that have been helpful in evaluating our progress, and, in some instances the challenges we continue to face as we engage in this work.

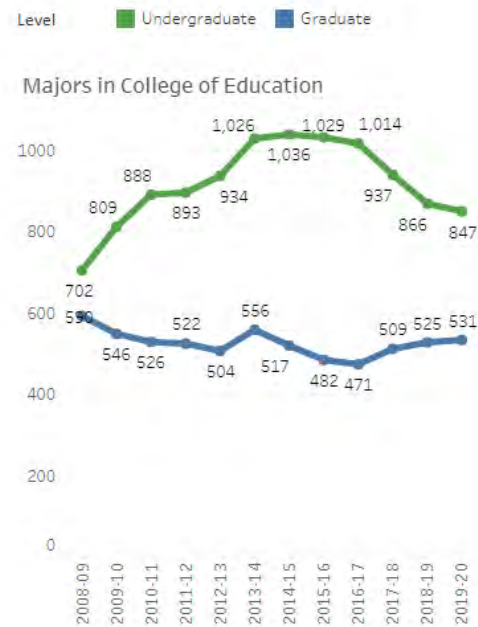
## **Educator Recruitment and Retention in the University of Oregon's College of Education**

### **Current Student Enrollment in the UOCoE**

This section provides a broad overview of our College community along the dimensions of diversity that are the focus of OR House Bill 3375.

Since 2008, enrollment trends in the college have been very similar to enrollment trends in the University at large. By 2016, a plateau in increasing undergraduate enrollments had fallen into a confirmed downward trajectory, whereas conversely, by 2016 graduate enrollment, that had been in a general downward trend had begun to reverse (Figure 1).

**Figure 1.** Trends in UOCoE enrollment from Fall 2008 to Fall 2019.



### UOCoE Enrollment Goals in Underrepresented Categories

In spite of these overall trends in the UOCoE student enrollment, and UOCoE enrollment by race and ethnicity, from Fall 2008 to Fall 2019 demonstrate that the UOCoE has consistently increased its enrollment of undergraduate students of color annually. Consistent with the goals set by the state of Oregon, the UOCoE, has set goals that focus on those recruitment and retention strategies that promise to increase the enrollment of

qualified students and the graduation rate of qualified educators over the next 5 years and ensure that by Spring of 2024 our educator graduates, at a minimum, reflect the diversity of the state’s high school graduating class (Table 1).

**Table 1:** 2017-2018 Oregon High School Graduating Class Ethnic Diversity / Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity (2019 Oregon Educator Equity Report)

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial
2017-2018 Graduating HS 5-year Cohort	1.34%	4.56%	2.40%	19.74%	.68%	65.81%	5.46%

According to the 2019 Oregon Educator Equity Report, in 2018-2019, 38.1% of Oregon students in K-12 schools were ethnically and/or linguistically diverse, while only 11.2% of the state’s teacher population were ethnically and/or linguistically diverse. It is important to note that in that same year (2018-2019), in the state of Oregon, thirty-five (up from 30 in the previous year) of the state’s 197 districts had rates of ethnically diverse students that exceeded that average, ranging from 40% - 84% ethnic diversity. This variability in the state’s distribution of students in these categories speaks to the need for the state’s teacher preparation programs to remain vigilant and ambitious in matching these percentages. Based on our college’s current enrollment across all students of color in Master’s and Doctoral programs in the college, in order for the UOCoe teacher preparation programs to meet and annually match this statistic, the college will require an annual average increase of students of color (SOC) enrollment rates of approximately 2.025% - 3.275% annually. (Note: SOC for the purposes of UOCoe data include: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.)

College-wide, and institutional ethnic and racial diversity data, will be used in this report to inform us on our efforts to meet these state and national norms. Given that each of the UOCoe teacher preparation programs trains students at different rates and therefore attracts cohorts of different sizes



annually, for the purposes of this report some of these data are best provided at the program level whereas in other areas, the data are combined to observe our University's data privacy restrictions.

### **UOCoE Educator Program Summary**

Currently, the UOCoE is home to 15 programs that train professionals in educational disciplines that extends beyond classroom teachers and administrators, and includes counseling psychologists and psychometricians. Of those, programs each of which is dedicated to supporting the field of education at large, four programs are dedicated to preparing future teachers who will go on to become licensed either in Oregon or in another state of their choice, Curriculum and Teaching, Curriculum and Teacher Education, Special Education: Generalist K-12, and Special Education: Early Intervention. Our special education program has two teacher licensure tracks, Special Education: Early Intervention track (1 or 2-year programs), and Special Education: Generalist K-12 track (2-year program). Our UOTeach program is a year-long program that endorses individuals who go on to become licensed in Elementary Education or Single Subject (Middle and High School) Education.

As noted previously, for the purpose of this report, certain data for these four teacher preparation programs may be combined in order to adhere to our university's stringent data reporting guidelines regarding small cell sizes.

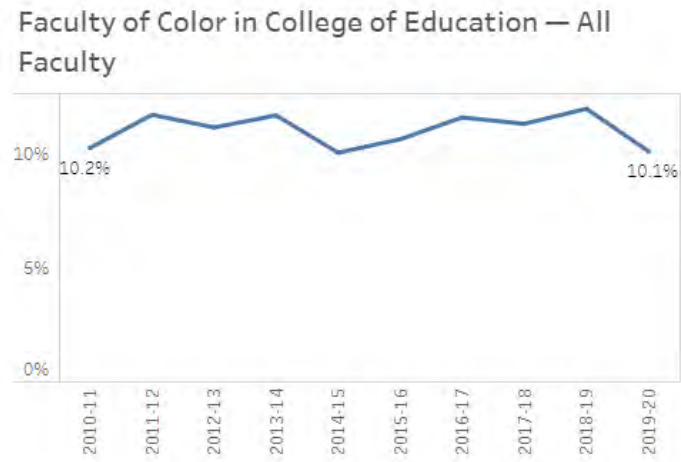
### **Faculty Trends**

One of the most immediate and tangible ways the UOCoE is committed to improving preparation is through inclusive faculty hiring. Building a community of faculty and staff from culturally and linguistically diverse backgrounds who can serve as mentors, advisors, supervisors, and instructors is essential to recruiting and graduating more diverse and exceptional educators. Our faculty growth strategies towards equity, involve continuously working towards ensuring that our tenure-track faculty ratios and percentages also reflect national percentages and allow our students to learn from and work with faculty from diverse background and with a variety of diverse interests. The hiring of diverse faculty improves the academic experience for all current students, and improves the demographic profile for prospective students. To this end, since 2015, we have focused our faculty growth goals towards growing a diverse faculty. Faculty growth in our college requires a complex interplay among university mechanisms. Our faculty growth that has typically seen fluctuation in its diverse membership, has seen some consistent growth in the past 5 years showing a fairly static rates of growth in this area. Overall since 2015 the UOCoE has hired 29 tenure track faculty (TTF), 10 of whom (34%) are faculty of color:

- 2015 2/6 (33%) TTF hired were faculty of color,
- 2016 1/9 (11%) TTF hired were faculty of color
- 2017 2/4 (50%) TTF hired were faculty of color
- 2018 0/1 (0%) TTF hired were faculty of color
- 2019 4/5 (80%) TTF hired were faculty of color
- 2020 1/1 (100%) TTF hired were faculty of color

This pool of diverse faculty hires included two Indigenous Scholars and five Spanish-speaking Scholars. While the responsibility of training and graduating educators from culturally and linguistically diverse backgrounds does not belong solely to our faculty of color or our bilingual and multilingual faculty and staff, we expect that by having a more representative faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic support, we will improve students' academic persistence and performance. While the rates of hiring faculty of color have been relatively high in recent years, the college's overall faculty rates (shown in Figure 2, which include non-tenure track faculty) are still in need of continuous improvement.

Figure 2: UCoE faculty from underrepresented groups from 2010 – 2019



## UOCoE and Teacher Preparation Enrollment Context

(Note individual races and ethnicities are not reported in this document in observation of our institution's data reporting restrictions as certain races and ethnicities are too small to report).

The five-year change shown in Table 2 demonstrates that there has been an increase in the proportion of SOC within newly enrolled students. The proportion of SOC hit its peak in the Fall 2018 admission cycle.

**Table 2. UOCoE Admission and Incoming Enrollment Trends for Students of Color by Degree Type 2015 - 2019**

		Academic year															
		Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			
Degree		N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	5 year change
Masters	Applied	578	108	19%	666	127	19%	748	166	22%	626	175	28%	554	145	26%	7%
	Admitted	279	46	16%	328	69	21%	371	93	25%	352	103	29%	364	97	27%	10%
	Enrolled	167	28	17%	181	44	24%	213	51	24%	221	73	33%	207	52	25%	8%
Doctoral	Applied	337	75	22%	322	103	32%	389	115	30%	346	97	28%	321	87	27%	5%
	Admitted	63	19	30%	50	19	38%	80	19	24%	76	20	26%	62	18	29%	-1%
	Enrolled	43	12	28%	39	14	36%	57	15	26%	45	16	36%	37	11	30%	2%

Note. Percentages are based on the number of students in the given category.

Table 3 shows that between 2009 current, the UOCoE has increased the proportion of SOC dramatically from 14% to 31% among undergraduate students and 19% to 30% for graduate students. This increasing proportion of SOC is occurring at a time when undergraduate enrollments have been declining and graduate enrollments are just beginning to earlier enrollment levels.

**Table 3. Percent Students of Color Enrolled in UOCoE from Fall 2009 to Fall 2019** (ir.uoregon.edu)

Academic year	Undergraduate			Graduate		
	N	n of SOC	% of SOC	N	n of SOC	% of SOC
2009	808	112	14%	549	107	19%
2010	887	143	16%	522	99	19%
2011	892	165	18%	522	100	19%
2012	931	201	22%	508	85	17%
2013	1023	226	22%	559	94	17%
2014	1036	257	25%	516	104	20%
2015	1029	292	28%	480	107	22%
2016	1013	292	29%	468	118	25%
2017	936	285	30%	504	132	26%
2018	865	286	33%	522	158	30%
2019	841	260	31%	525	160	30%

Data in Table 4 show that, the number of undergraduate students has been on a decline beginning in 2017, however, the proportion of international students remained consistent until this past enrollment year, 2019. On the other hand, the most recent five years of graduate international student population has been consistently lower than prior years with the proportion reduced by nearly half.

**Table 4. Percent of International Students Enrolled in UCoE from Fall 2009 to Fall 2019**

Academic year	Undergraduate			Graduate		
	N	n of International	% of International	N	n of International	% of International
2009	808	16	2%	549	55	10%
2010	887	19	2%	522	45	9%
2011	892	26	3%	522	41	8%
2012	931	44	5%	508	54	11%
2013	1023	72	7%	559	55	10%
2014	1036	87	8%	516	46	9%
2015	1029	83	8%	480	35	7%
2016	1013	87	9%	468	28	6%
2017	936	71	8%	504	30	6%
2018	865	66	8%	522	34	7%
2019	841	50	6%	525	29	6%

Table 5 shows our population of Pell Grant eligible students, which has been included in this report in previous years, continues to hold fairly steadily at 30% (+ or – 5). Over the past 11 years, the percentage of Pell Grant eligible students in our undergraduate population in the UOCoe has ranged from 28 – 39%.

**Table 5. Percent of Pell Grant Eligible Undergraduate Students Enrolled in the UOCoe from Fall 2009 to Fall 2019**

Academic year	All students		
	N	n Pell Grant	% of Pell Grant
2009	808	228	28%
2010	887	291	33%
2011	892	304	34%
2012	931	309	33%
2013	1023	332	32%
2014	1036	356	34%
2015	1029	370	36%
2016	1013	349	34%
2017	936	361	39%
2018	865	305	35%
2019	841	268	32%

*Note.* Only undergraduate students are eligible for Pell Grants, therefore, the % of Pell Grant is out of the total number of undergraduates.

Table 6 shows the graduation rates by program of all students in the Teacher Preparation programs. Overall, each of our teacher preparation programs had varied graduation rates between the 2012 and 2015 cohorts. This variation is related to several factors, including for example, that not all students who enter a teacher preparation program ultimately decide to become a teacher and may pursue other career paths, while others are admitted conditionally. As with any graduate program, not all students who enter the program will decide to continue through to graduation.

**Table 6.** UOCoe Teacher and Leadership Master’s Student 4-year Graduation Rates by Program

Master’s Program	% 2011-12 cohort	% 2012-13 cohort	% 2013-14 cohort	% 2014-15 cohort	% 2015-16 cohort
Curriculum and Teaching	94.4%	95.5%	95.0%	94.2%	88.3%
Curriculum and Teacher Education	87.5%	88.9%	100.0%	88.9%	100.0%
Educational Leadership	85.7%	95.7%	80.0%	100.0%	100.0%
Special Education	92.2%	83.3%	84.4%	86.2%	100.0%
Note. Rates reflect graduation within 4 years of matriculation.					



Table 7 shows aggregated data across all programs. For UCoE undergraduate and graduate degrees awarded to students of color, increases in both number and percentage of students graduating from both our undergraduate and graduate programs have been steady since 2009. Though growth in degrees over time would not necessarily be entirely linear, fairly consistent increases are seen since 2012.

**Table 7. Students of Color as Percent of UCoE Degrees from 2009 to 2018**

Academic year	Undergraduate Degrees Awarded			Graduate Degrees Awarded		
	N	n of SOC	% of SOC	N	n of SOC	% of SOC
2009	156	23	15%	274	39	14%
2010	198	30	15%	270	47	17%
2011	196	25	13%	249	50	20%
2012	194	33	17%	222	35	16%
2013	239	50	21%	258	37	14%
2014	230	57	25%	269	46	17%
2015	262	60	23%	236	54	23%
2016	258	74	29%	217	51	24%
2017	249	65	26%	230	56	24%
2018	251	83	33%	252	67	27%

Table 8 shows the percent of students of color who applied, percent of those students of color who were admitted, and the percent of those students of color who ultimately enrolled in one of the three UOCoe teacher preparation programs. Over the past five years, these three programs have received anywhere from 17.5% – 28.6% SOC in their applications and anywhere from 16.2% - 32.3% SOC in their ultimate enrollments. This has resulted in a 9% growth across programs over the past five years. In order to achieve 38.1% in the next four years, these programs will need to increase by a minimum of 12.5% (or 3.125% per year over the next four years). Because increases at this rate would not ultimately account for any projected growth in the state populations between now and 2024, our annual recruitment and enrollment targets for SOC will have to exceed that minimum.

**Table 8. Percent Students of Color Applied, Admitted, or Enrolled in UOCoe Teacher Preparation Programs from fall 2015 to fall 2019**

Program	Degree	Student Status	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			5 year change
			N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	
Teacher Training	Master's	Applied	183	32	17%	197	29	15%	268	59	22%	212	59	28%	206	59	29%	11%
		Admitted	150	27	18%	156	26	17%	210	51	24%	183	52	28%	184	53	29%	11%
		Enrolled	111	18	16%	109	24	22%	141	32	22.7%	127	41	32%	121	31	26%	9%

Note. Percentages are based on all students that applied, were admitted, or enrolled. Teacher Training includes the Curriculum and Teaching, Curriculum and Teacher Education, and Special Education master's students. Not all Special Education master's students pursue licensure. Doctoral counts are not included here as not all doctoral students pursue licensure.

The percentages reflected in Table 8 stand at the center of our UOCoe teacher preparation planning and suggest the need for additional emphasis on the strategies excerpted in Figure 2 (below) and detailed in the remainder of this document. These strategies represent the intentional changes and improvements that are now and continue to be the day to day focus of the college, in addition to ongoing continuous evaluation and improvement of our practices. Data and progress on these intentional strategies as well as the ad hoc activities are detailed later in this report. Each of our applied strategies has proven to have differential impact in any given year.

## Strategies, Activities, and Outcomes

**Spirit of Continuous Improvement:** The UOCoe engages in four general areas of continuous improvement that are evident in each of the 21 strategies that we apply to our work: Be better, recruit better, admit better, and partner better.

1. **Be better:** Being better is our largest cross-cutting objective and refers to our day to day practices dedicated to creating a college that is responsive to our students' needs, facilitates their successful learning, and fosters an environment of inclusion. Being better includes finding ways to continuously improve:
  - a) Our college's climate and culture and individual accessibility (strategies: 17, 19)
  - b) Our academic offerings, flexibility, and applied experiences (strategies: 4, 8, 13, 14, 16)
  - c) Our faculty's credential and skill, cultural humility, decision-making and responsiveness to challenges (strategies: 5, 10, 11, 15, 18, 21)
  - d) Our educational impact, outcomes, and reputation in the field (strategy 7)

Being better is critical to our ability to **retain** students from a variety of diverse backgrounds in a changing world. This work refers to ensuring that in all the "ways we do business" we are considering strategies to equitably improve the experience and outcomes for all of our students with a particular emphasis on students who have been historically marginalized. The small and consistent ways we remain vigilant may not drive to large, immediately perceptible changes in our enrollment numbers, but these are changes we believe will positively impact the lives of students on campus and beyond. In addition to the 21 strategies we have outlined in this report, we apply the concept of "being better" to all the work we do, and where possible we measure our outcomes to determine our success.

2. **Recruit better:** Recruiting better refers to the considering all the ways we can effectively communicate information with prospective students who are interested in our programs. Information about: our funding opportunities; who we are; our commitment to continuous improvement (as noted above); our positive local, regional, and global impact on educational outcomes; our programs' academic outcomes and student successes; our diverse range of student experiences; our faculty research and academic successes and contributions; and the career outcomes we facilitate. (Strategies: 1, 12)
3. **Admit better:** For many UOCoe programs, two facts are typically true: (1) application and yield rates are higher than the ultimate enrollment for students of color (i.e., more students of color apply than are admitted, more students of color are admitted than ultimately enroll), and

(2) higher application and admission rates for SOC typically result in higher enrollment rates for SOC. Additionally, as noted previously, enrollment rates also increase with strategic changes in recruitment and application-review practices. These more strategic practices require less focus on increased volume of applications, and place more focus on strategies that impact student decision-making at the critical junctures that lead to that student's decision to enroll. While only a few of our strategies link to this, improvements in our admissions strategies overall (Strategy 3)

4. **Partner better:** We strive to partner better in a variety of ways -- by acknowledging that much of our work relies on critical partnerships, the knowledge-base, and skill-set of other agencies and individuals who share our commitments to assuring access to educational opportunities. By working with local, regional, and national agencies committed to supporting the goals outlined in this report and working collaboratively with practitioners, legislators, scholars, and community organizations to facilitate positive long-term outcomes we achieve more and go further in all that we do. The UOCoe continually focuses on increasing these numbers in these four ways as outlined in the final sections of this report. These overarching aspirational guideposts map squarely onto the 21 strategies excerpted below in Figure 2 and outlined in the remainder of this report under our two overarching objectives. (Strategies: 2, 6, 9, 20)

**Figure 2: UOCoe Strategies for Improving Recruitment, Retention, and Graduation in Teacher Preparation Programs in the CoE**

**Strategy 1:** Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County

**Strategy 2:** Facilitate Alaska Native / American Indian CoE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education.

**Strategy 3:** Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity

**Strategy 4:** Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body

**Strategy 5:** Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups.

**Strategy 6:** Develop new courses and degree programs with other UO academic units.

**Strategy 7:** Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.

**Strategy 8:** Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities

**Strategy 9:** Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline

**Strategy 10:** Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices

**Strategy 11:** Facilitate CoE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)

**Strategy 12:** Expand recruitment/advertisement efforts of faculty and staff positions

**Strategy 13:** Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.

**Strategy 14:** Facilitate faculty and Graduate Employees (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.

**Strategy 15:** Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies

**Strategy 16:** Implement a review of key student learning and performance assessments for bias

**Strategy 17:** Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services.

**Strategy 18:** Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)

**Strategy 19:** Provide learning environments that are inclusive and connect students with peers and faculty.

**Strategy 20:** Develop global partnerships that allow students to study in different languages and cultures.

**Strategy 21:** Encourage, support and facilitate the instructional, research, outreach, and service excellence in all of our faculty.

**Objective 1: Increasing educational access and opportunities for culturally and linguistically diverse students RECRUITMENT-CENTERED ACTIVITIES**

To increase educational access and opportunities for students of color we will continue to focus on increasing student funding, expanding student access to degree programs, and increasing curricular offerings. Continued focus on the development of new courses and degree programs as well as diversification of the modalities, times, and locations of our courses will reduce institutional barriers to access and increase curricular opportunities. We continue to pay particular attention to offering degree options that do not extend students’ academic timelines and increase financial burden. Our overall accountability metric is a continual increase in the proportion of students from underrepresented groups enrolled in our educator preparation programs over the next five years towards matching Oregon’s high school graduation rates.

<b>Goal 1: Increase funding for educator preparation students from underrepresented groups.</b>	
<b>Lead Stakeholders:</b> Dean, Director of Development	
<b>Timeline:</b> Advancement efforts are ongoing.	
<b>Metrics:</b>	
<ul style="list-style-type: none"> <li>• Quarterly reporting of advancement activities</li> <li>• Annual reporting of new scholarships, grants, or other relevant funds</li> <li>• Annual participant tracking of the Future Stewards Program</li> </ul>	
<b>Strategy / Steps</b>	<b>Current Efforts and Associated Data</b>
<b>Strategy 1:</b> Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County.	Data sources: Annual scholarship distribution: Because of the commitment and generosity of our dedicated donors, since 2015-16 we have been able to maintain scholarship funding to over 50% of our applicants on average annually. <ul style="list-style-type: none"> <li>• 2015-16 – 60%</li> <li>• 2016-17 – 58%</li> <li>• 2017-18 – 49%</li> <li>• 2018-19 – 53%</li> <li>• 2019-20 - 46%</li> </ul>

Since 2016, **UOCoE** has collected scholarship distribution information to improve the distribution funnel for scholarship funding to ensure that scholarships are distributed equitably in keeping with the demographic proportions of our student population.

- 2016-2017 did not collect ethnicity data for scholarships
- 2017-2018 29 of the 136 (21%) students who received CoE scholarships were SOC
- 2018-2019 34 of the 128 (26.5%) students who received CoE scholarships were SOC
- 2019-2020 32 of the 127 (25%) students who received CoE scholarships were SOC

The Logan Scholarship is an endowed, need-based scholarship dedicated to assisting undergraduate and graduate students who show academic promise. The scholarship is awarded each year to a limited number of undergraduate or graduate students who plan to teach in the public school system, who have a GPA of 3.0 or higher, and who demonstrate financial need. Awards are renewable for recipients who continue to qualify according to these criteria. The recipients are known as our Logan Scholars. Since 2017-2018, 30% of our mentor recipients have identified as Students of Color.

Commitment to funding Students of Color in the Pathways pipeline:

- Since 2013-14, as part of the local Pathways in Education program, the **UOCoE** has consistently partnered with Springfield Public Schools, Bethel School District, Eugene 4J School District, Pacific University, Northwest Christian University as part of a consortium in which each member contributes \$10,000 annually toward the preparation of incoming eligible educators (bilingual, bicultural, first generation) who receive scholarships to attend a local teacher preparation program and who agree to teach in the area for three years after receiving their license. Since 2013 anywhere from 1 – 4 **UOCoE** students have received a scholarship from this partnership. Since 2013 to present 15 students have received scholarships totaling approximately \$148,835.72.  
<https://www.springfield.k12.or.us/Page/6410>
- In addition, the UOTeach program and the SPED program routinely advertise and promote the Oregon Teacher Scholars Program (OTSP, Scholarship) information to eligible incoming students who will be educators. The OTSP program provides specific financial support in the form of a scholarship *for racially or linguistically diverse teacher candidates accepted and enrolled in a state-approved educator preliminary licensure preparation provider. The*

	<p><i>scholarship may be used to pay for classes, fees, or help defray costs of required licensure assessments and student teaching.</i> The UOTeach program steers students towards this funding source via their website <a href="https://education.uoregon.edu/uoteach/funding">https://education.uoregon.edu/uoteach/funding</a> and through interactions with students and typically has 4 – 6 students per academic cohort who receive this scholarship.</p> <ul style="list-style-type: none"> <li>• Since 2015, our Educational Methodology, Leadership, and Policy Department which is responsible for training educational administrators and policy leaders, has enrolled an average of 23 degree-seeking students per year (i.e., not including students who are seeking licensure-only). The department offers a small Equity Leadership Fellows Scholarship. While not isolated only to students from underrepresented communities, the Equity Leadership Fellows program provides \$1000 - \$1500 to students who demonstrate a commitment to incorporating equity in their current positions and professional goals. Between 2016 and 2019 an average of nine students per year have received this award in our college (6 – 12 per year).</li> </ul>
<p><b>Strategy 2:</b> Facilitate Alaska Native / American Indian (NA/AI) CoE students’ participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students’ education.</p>	<p>The Future Stewards program at the University of Oregon <a href="https://gradschool.uoregon.edu/funding/awards/future-stewards-program">https://gradschool.uoregon.edu/funding/awards/future-stewards-program</a>, provides funding for enrolled members of federally recognized tribes of Oregon who are interested in working with the nine federally recognized tribes of Oregon and Native American tribes.</p> <ul style="list-style-type: none"> <li>• <b>UOTeach Program:</b> Since the inception of the competitive Future Stewards program in 2015, five <b>UOCoe</b> students from the UOTeach Teacher Preparation program have participated. With the exception of 2017-2018, each year since 2015 a student from the <b>UOCoe</b> program has applied and received this award. For the 2019-2020 academic year, two students were awarded.</li> </ul> <p>In addition to the Future Stewards Program, the Next-Gen project also contributes to this objective.</p> <ul style="list-style-type: none"> <li>• <b>SPED Program:</b> Faculty member Christopher Murray, PhD, is in the fourth year of a five-year leadership training grant (Next-Gen) that was awarded by the Office of Special Education Programs, US Department of Education. The grant provides doctoral training to six scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training began in 2016-17. All five students are pursuing their Ph.D. in Special Education. Qualifying</li> </ul>



	students either identify as Native American or have demonstrated extensive prior experience serving Native American populations.
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<b>Goal 2: Expand students' access to degree programs.</b>	
<ul style="list-style-type: none"> <li>• <b>Lead Stakeholders:</b> Associate Dean for Academic Affairs</li> <li>• <b>Timeline:</b> These efforts have begun and will be tracked annually.</li> <li>• <b>Metrics:</b> <ul style="list-style-type: none"> <li>○ Term reporting of the percentage of courses taught by modality type (Not in place yet)</li> <li>○ Annual tracking of new program sites</li> </ul> </li> </ul>	
<b>Strategy / Steps</b>	<b>Current Efforts and Associated Data</b>
<b>Strategy 3:</b> Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity	<p><b>All programs:</b> In addition to the standard admissions deadlines within a program, when possible, program admission committees publish priority application deadlines as well as extended deadlines for incoming students. Admissions committees provide flexible opportunities for students upon request. When possible, programs have reviewed admission practices to allow undergraduate students to declare a major as incoming students. Our Family and Human Services (FHS) programs recently removed the pre-major requirement in order to facilitate this admissions flexibility. Focused attention is applied at the time of each program's application-review process to ensure that all qualified students are carefully considered for entry into the program and that applications from individuals with unique perspectives and lived experiences are given unique consideration.</p>
<b>Strategy 4:</b> Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body.	<p>Increased modality refers to the <b>UOCoe</b> providing more offerings on weekends, evenings, and via other flexible media and timing. This flexibility increases accessibility for students with families and other critical life-circumstances that impact their ability to travel to campus to attend a full-time, day-based program.</p> <p>Since 2017, <b>UOCoe</b> has placed paramount emphasis on developing programs that are dedicated in whole or in large part to accommodating distance and non-traditional learners.</p> <ul style="list-style-type: none"> <li>• Three programs that meet these expectations are currently in the approval pipeline and will be featured in the</li> </ul>

	<p>2022 report.</p> <ul style="list-style-type: none"> <li>• Summer 2019 online development pilot incentive program in which seven faculty members across programs in the <b>UOCoe</b> received funding to develop and ultimately offer six courses using online modality. Two of the six courses are courses required in our UOTeach or SPED teacher preparation programs and will result in online programming in Fall 2020 (EDST 616: Language, Power, and Education &amp; SPED 410/510: Special Education Law). This incentive program is intended to continue into the 2020 academic year.</li> </ul> <p>In addition to moving forward with increasing our online offerings, the <b>UOCoe</b> is also dedicated to ensuring that the online programming offered is of high enough caliber to be offered as an equivalent academic option for our students who, due to geographic barriers, or professional and familial obligations, would be reliant on this modality. To that end the <b>UOCoe</b> is placing emphasis on laying the groundwork for academic excellence in this area.</p> <ul style="list-style-type: none"> <li>• In 2018, the UO hired an Associate Vice Provost for Online and Distance Education. This role was incorporated in order <i>to enhance, deliver, and grow [the institution's] selection of online course offerings, focusing on enhancing student success, leveraging areas of excellence and national prominence, and alleviating infrastructure burdens...</i> [This role is intended to] <i>strengthen the infrastructure for online and distance education by creating partnerships with academic departments</i> <a href="https://provost.uoregon.edu/uo-hires-carol-gering-associate-vice-provost-online-and-distance-education">https://provost.uoregon.edu/uo-hires-carol-gering-associate-vice-provost-online-and-distance-education</a> The <b>UOCoe</b> has been in frequent consultation with this office in order to improve not only the technological assets for the campus and college, but to ensure that pedagogical practices are adapted to meet students' needs in this new media.</li> <li>• The <b>UOCoe</b> has identified the University of Florida's College of Education as leading in this area and will also be working with consultants from that institution who will travel to the <b>UOCoe</b> in the Spring of 2020.</li> </ul> <p><b>Challenge:</b> <b>UOCoe</b> data is not currently accurately tracked as online definitions have been used inconsistently across campus.</p>
<p><b>Strategy 5:</b> Deliver programs and courses in targeted geographic</p>	<p>The <b>UOCoe</b> will offer two educational programs in Portland. These programs are not currently part of our teacher preparation offerings, but a summary of that success and its potential impact on recruitment to programs throughout the college, can be featured in the 2022 report.</p>

regions to increase educational access to underrepresented groups.	
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**Goal 3: Expand Curricular Offerings**

- **Lead Stakeholders:** Dean, Associate Dean for Research, Director for Equity and Inclusion
- **Timeline:** Planning efforts have begun and will be tracked annually via submission to the College’s Curriculum Committee.
- **Metrics:**
  - Annual reporting of enrollment in the Sapsik’wa’á Teacher Education program, ESOL, and other linguistic/ cultural programs
  - Annual tracking of the number of new high school partnerships with course offerings

Strategy / Steps	Current Efforts and Associated Data
<p><b>Strategy 6:</b> Develop new courses and degree programs with other UO academic units.</p>	<p>Between 2015 and 2017, the <b>UOCoE</b> has trained an average of 116 students per year who went on to receive an initial teaching license. Fifty-eight percent (201) of those were hired in Oregon public schools in the year following the receipt of their license. Other candidates might have been hired by private institutions, early education service providers or out of state. Based on its existing partnerships, the college only receives employment information from ODE.</p> <p>The UOTeach Program is one of the <b>UOCoE’s</b> largest Master’s programs training students who go on to initial licensure in the <b>UOCoE</b> and is grounded in a Social Justice framework dedicated to developing and supporting equitable education systems. As a central educator preparation program in the College, the UOTeach program frequently collaborates with like-minded institutional partners to find ways to strengthen the program and generate more interest beyond the typical channels.</p> <ul style="list-style-type: none"> <li>• The UOTeach program faculty are currently engaged in discussions with the College of Arts and Sciences to expand the pool of faculty who teach the program’s Methods classes, particularly in STEM fields. This collaboration has the promise of increasing student interest in the UOTeach program at earlier stages in the students’ academic career.</li> <li>• The incoming UOTeach program coordinator will have shared coordination responsibilities of the teacher candidates between our UOTeach teacher preparation program and our SPED teacher program.</li> </ul>

	<ul style="list-style-type: none"> <li>The Educational Studies Department, within which the UOTeach program is housed, is poised to expand faculty resources by hiring a Discipline-Based Education Researcher who would expand the college's offerings in STEM fields, with a particular emphasis in training educators in mathematics and engineering. As stated in the UO Institutional Hiring Plan in which this position was ranked third out of the eight most urgent faculty needs in the college: <i>the transdisciplinary nature of this position is intended to open collaborative opportunities and expand interest and options for students across campus considering STEM options.</i></li> </ul>
<p><b>Strategy 7:</b> Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.</p>	<p>Instructional and research faculty in the <b>UOCoe</b> engage in research and activities related to diversity, equity, and inclusion on a regular basis, while not directed from a central <b>UOCoe</b> strategic plan, these individuals engage in program-specific activities, individual research and scholarship, and sponsored research all dedicated to exploring and expanding our knowledge, skills, and decision-making around equity. The <b>UOCoe</b> is in the process of reconvening a dedicated communications team whose role is to ensure that faculty accolades, achievements, and findings of all types are shared regularly with large audiences of prospective students, interested future faculty, current students and faculty, academic peers, donors, alumni, and other educational stakeholders via:</p> <ul style="list-style-type: none"> <li>Social media <a href="https://www.facebook.com/uoeducation">https://www.facebook.com/uoeducation</a></li> <li>Email mention</li> <li>University articles in the Around the O <a href="https://around.uoregon.edu/news/college-of-education">https://around.uoregon.edu/news/college-of-education</a></li> <li>Quarterly and annual reports</li> </ul>
<p><b>Strategy 8:</b> Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities.</p>	<p>The <b>UOCoe</b> has a variety of opportunities that prepare graduates to serve culturally and linguistically diverse communities. In addition to program curricular offerings, our research faculty seek out opportunities for our graduates to serve culturally and linguistically diverse populations as a part of their academic experience through trainings.</p> <ul style="list-style-type: none"> <li><b>UOTeach Master's Program:</b> Students in the UOTeach program are prepared both academically and through clinical experiences to work with ELL students. Upon completion of the program and all licensure testing requirements are eligible for the ESOL endorsement. <b>Sapsik'wałá Program:</b> Since its inception in 2002, the Sapsik'wałá program has collaborated with the Nine Federally Recognized Sovereign Indian Nations of Oregon to deliver a pathway for</li> </ul>

Indigenous people to become teachers within their communities. Between 2002 and 2019, the Sapsik'wałá program has trained and graduated 89 students averaging ~six students a year. With lows of two per year and highs of 19. The Sapsik'wałá program grant was successfully renewed in 2019 with endorsement from the Provost and President of the University of Oregon.

- **Community Placements:** UOCoe students from the four programs listed above, are predominantly placed in local (Eugene/Lane County) schools and districts for the duration of their program of study. Lane County schools have not historically been listed on the list of Oregon School Districts with 40 percent or More Ethnically Diverse Students.
- **INICIO:** Drs. Lillian Duran and Lauren Czyk: Interdisciplinary Interventionists and Clinicians Improving Outcomes (INICIO). Over the course of five years, dedicated faculty from the UOCoe will train 42 Speech-Language Pathologists (SLPs) and Early Childhood Special Education (ECSE) students in the UOCoe to serve dual language learners (DLLs) from birth through age five with disabilities. The program includes the ECSE one-year licensure and MA degree program and the Communication Disorders two-year certification and MA degree program. Competencies include (1) foundations in ECSE; (2) typical and atypical development, (3) birth to five assessment with emphasis on DLLs (4) family involvement, (5) implementation of culturally and linguistically appropriate interventions; (6) interdisciplinary collaboration; (7) research; and (8) leadership.
- **AACTE NIC:** Drs. Lillian Duran, Sylvia Thompson, Christen Knowles, and Jantina Clifford: The UOCoe was selected as one of ten programs to participate in a nation-wide special education network improvement community (NIC) under the facilitation of American Association of colleges for teacher education (AACTE). The primary aim of the SPED NIC is as follows: To ensure every PK-12 student with an identified disability is taught by a professional-ready special education teacher. The group aims to increase the number of teacher candidates enrolled in teacher preparation programs leading to initial licensure in special education. Targeted goals under the umbrella of the main aim include: (a) increasing enrollment of students of color and (b) increasing enrollment of students with disabilities.
- **ILEAD:** Drs. Lillian Duran, Sylvia Thompson, and Beth Harn: Inclusive Leadership Education Advancing Diversity (ILEAD) will train six doctoral students at the University of Oregon over five years increasing the number of qualified scholars who will be able to successfully infuse critical content into special education teacher preparation programs

	<p>related to serving culturally and linguistically diverse populations. Scholars will receive a PhD in Special Education and will gain competence in (1) evidence-based practices with CLD students with disabilities (2) leadership (3) equity and education, and (4) research methodology.</p>
<p><b>Strategy 9:</b> Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline</p>	<p>The <b>UOCoe</b> is involved in several efforts associated with ensuring removing barriers and facilitating access for potential students entering the teaching field from local and regional feeder institutions in the state of Oregon.</p> <ul style="list-style-type: none"> <li>• <b>ORSN:</b> The <b>UOCoe's</b> Oregon Research Schools Network (ORSN) is in its second year of implementation. ORSN has received \$1M in funding from the President of the UO, Michael Schill as a promising initiative dedicated to partnering with local Oregon High Schools to support the educational needs of Oregon's students. ORSN is currently in pilot stages, but is dedicated to providing (a) professional development to Oregon teachers related to use of educational data, (b) field-based research that responds to practical/applied problems that teachers encounter in the field; and (c) expanded Options for receiving dual credit from UO faculty dedicated to supporting the specific needs of the students in local schools who will be attending a 4-year college. <ul style="list-style-type: none"> <li>○ Pilot: Data is currently being collected for progress on this effort in four schools related to early indicators such as, report card data, discipline referrals, and teacher-self-reports. Updates on this program will be featured in the 2022 report.</li> </ul> </li> <li>• <b>Articulation Advocacy:</b> Similarly, the <b>UOCoe</b> participated in the state's effort to create a Major Transfer Map for Elementary education. The college is engaged in efforts to align its curriculum to allow more seamless transfer of credits between institutions.</li> <li>• <b>Data sharing agreements:</b> The college has also engaged in an Intergovernmental agreement with Lane Community College, Lane ESD, and Willamette ESD as part of a regional collaborative to determine underlying problems afflicting education and seeking solutions. The agreement permits Lane ESD to use de-identified data for Lane County School district students who have matriculated to LCC or UO to research items related to educational progress and success. This agreement that has been in place since 2013 expired in 2019 and is currently under re-negotiation.</li> </ul>

**Objective 2: Provide a welcoming and inclusive learning environment for all students RETENTION-CENTERED ACTIVITIES**

To provide an inclusive learning environment for our students we will continue to hire, retain, and advance more faculty and staff from underrepresented groups; enhance faculty and GTF instruction; and improve our student academic resources. As noted, we expect that by continually focusing on having a representative faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic support, we will improve students' academic persistence and performance. Our overall accountability metrics are the retention, graduation, and satisfaction of our students. Over the next five years, we want to increase these metrics among our underrepresented students so that they are on par with students well represented in our student population.

<b>Goal 1: Hire, retain, and advance more faculty and staff from bilingual, bicultural, multilingual, and multicultural groups</b>	
<b>Lead Stakeholders:</b> Dean, Associate Dean for Research, Associate Dean for Faculty Development, Director for Equity and Inclusion	
<b>Timeline:</b> These efforts are ongoing.	
<b>Metrics:</b>	
<ul style="list-style-type: none"> <li>• Annual reporting of racial/ethnic/ linguistic diversity of faculty and staff</li> <li>• Participant tracking in targeted professional development efforts</li> <li>• Annual reporting of the diversity of applicant pools</li> </ul>	
<b>Strategy / Steps</b>	<b>Current Efforts and Associated Data</b>
<b>Strategy 10:</b> Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices	<p><b>UOCoE:</b> Existing Professional Development activities have continued. Currently all individuals engaged in hiring new faculty in the college are required to undergo mandatory Implicit Bias training. This is not currently a requirement across all faculty. Additionally, the UO has recently implemented a Search Advocacy training program that is supported by UO leadership and encourages broad and inclusive thinking in faculty searches linked to exploring deep-seated biases, and honing in on the critical aspects of a hire, rather than the intangible aspects that often encourage biased hiring practices.</p> <p><b>UOTeach Program:</b> The UOTeach teacher preparation program engages in frequent professional development activities related to promoting equitable practices and social justice <a href="https://teachin.uoregon.edu/">https://teachin.uoregon.edu/</a> As noted: <i>For the past four years the UOTeach Oregon teacher licensure program has partnered with units across the UO campus as well</i></p>

	<p>as with Bethel, Eugene 4J, Springfield, and Lane ESD to provide ongoing professional development on culturally responsive and culturally sustaining pedagogies. This year's Keynote speaker is national author, Dr. Bettina Love (<i>We Want to Do More than Survive</i>). Annual TeachIns are open to UO faculty, UOTeach teaching candidates, and K-12 faculty.</p>
<p><b>Strategy 11:</b> Facilitate UOCoE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)</p>	<p>The <b>UOCoE</b> hosts a quarterly Speaker Series to engage in the national discourse on topics of Education and Educational leadership. Since Spring of 2019, 7 speakers have been scheduled. The national themes in the field of education frequently intersect with themes of equity and diversity. Recent topics have included:</p> <ul style="list-style-type: none"> <li>• In April 2019, Dr. David Campt (Author of <i>The Ally Toolkit</i>), presented two dialogue sessions in the area of Inclusion, Equity, and Conflict Resolution.</li> <li>• In October 2019, Dr. Constance Lindsay from UNC Chapel Hill presented on: The Effects of Principal-Teacher Demographic Matching on Teacher Turnover in North Carolina.</li> <li>• In April 2020, Dr. Carycruz Bueno, from the Annenberg Institute will present her research related to the intersection of Economy and Education.</li> </ul> <p>These sessions are open to all faculty and staff in the college.</p>
<p><b>Strategy 12:</b> Expand recruitment/advertisement efforts of faculty and staff positions</p>	<p>In addition to advertising positions in professional venues aligned with the position, in the past five years in addition to direct solicitation and word of mouth recruitment, open faculty positions in the <b>UOCoE</b> are routinely offered in locations dedicated to communicating with scholars from URM populations such as:</p> <ol style="list-style-type: none"> <li>a. American Association of Hispanics in Higher Education - <a href="https://www.aahhe.org/Jobs/jobs.aspx">https://www.aahhe.org/Jobs/jobs.aspx</a></li> <li>b. American Association of Blacks in Higher Education - <a href="https://www.blacksinhighered.org">https://www.blacksinhighered.org</a></li> <li>c. Northwestern Institute for Policy Research - <a href="https://www.ipr.northwestern.edu/faculty-experts/current-faculty.html">https://www.ipr.northwestern.edu/faculty-experts/current-faculty.html</a></li> <li>d. APA Division 5</li> <li>e. National Registry of Diverse and Strategic Faculty</li> <li>f. Association for the Study of Higher Education</li> </ol>



	<p>In addition, as noted previously, search committee members are required to attend the 'Understanding to Implicit Bias Workshop'.</p> <p>Frequently, search committees seek out and rely on the input from trained search advocates. The UOCoe currently has three trained search advocates.</p> <p>All faculty who apply for positions in the <b>UOCoe</b> are required to include evidence of ongoing themes of equity, diversity, and inclusion in their materials for review.</p>
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<b>Goal 2: Enhance faculty and Graduate Employee instruction</b>	
<b>Lead Stakeholders:</b> Associate Dean for Academic Affairs, Director for Equity and inclusion	
<b>Timeline:</b> Efforts are underway and will continue over the next five years	
<b>Metrics referenced for this goal:</b>	
<ul style="list-style-type: none"> <li>• Annual review of course evaluations</li> <li>• Annual review of CoE and graduate school exit survey data</li> </ul>	
Strategy / Steps	Current Efforts and Associated Data
<p><b>Strategy 13:</b> Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.</p>	<p>In the <b>UOCoe</b>, curricular changes may be initiated at the program level, or proposed under the leadership of the Associate Dean for Academic Affairs. Curricular changes may be made for a variety of reasons, such as to expand the program of study, to align with new knowledge, to update existing knowledge, or to create new areas of study. Changes to curriculum and pedagogy in the college follow internal faculty governance rules. As of June 2019, the following data are now collected in the <b>UOCoe</b> Curriculum Committee checklist and tracked in association with any curricular change.</p> <ul style="list-style-type: none"> <li>• <i>Does this proposal require or promote collaboration with other programs either within or outside of the [UO]CoE?</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Does this proposal promote and/or maximize the existing [UO]CoE disciplinary expertise in the areas of diversity, equity, and inclusion?</i></li> <li>• <i>Does this proposal prepare graduates to serve culturally and linguistically diverse communities?</i></li> </ul>
<p><b>Strategy 14:</b> Facilitate faculty and Graduate Employees' (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.</p>	<p><b>UOCoE:</b> The Teaching Engagement Program is UO's faculty and graduate-student professional teaching development office <a href="https://tep.uoregon.edu/">https://tep.uoregon.edu/</a> This office works to define, develop, holistically evaluate, acknowledge, and leverage teaching excellence to achieve the fullest promise of a UO education. <b>UOCoE</b> faculty routinely rely on TEP trainings, In 2018, the TEP began to collect college specific participation data. In 2018-2019 a total of 22 individuals <b>from</b> the CoE engaged with TEP, 18 faculty and four graduate students.</p> <ul style="list-style-type: none"> <li>• Three individuals from the <b>UOTeach program</b> received stipends to participate as CAIT Fellows (Communities Accelerating the Impact of Teaching)</li> <li>• Four individuals from <b>UOTeach program</b> participated in the Provost's Teaching academy.</li> </ul>
<p><b>Strategy 15:</b> Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies</p>	<p>In 2018-2019, the <b>UOCoE</b> began the development of a set of guidelines dedicated to ensuring that the college's GEs graduate equipped with the well-rounded set of experiences that prepare them professionally, and priorities that guide them ethically and morally as they apply their learning in their careers. This guidance (currently in draft) includes a set of "cultural inclusion/humility" expectations that all students would be expected to demonstrate during their academic tenure and beyond when working with diverse populations and representing the <b>UOCoE</b>.</p>

<p><b>Goal 3: Improve student academic support resources</b></p>
<p><b>Lead Stakeholders:</b> Director for Equity and Inclusion</p>
<p><b>Timeline:</b> Efforts are underway and will continue over the next five years</p>
<p><b>Metrics referenced for this goal:</b></p> <ul style="list-style-type: none"> <li>• Utilization reports of the student success platform</li> </ul>

- Annual review of the UOCoe and graduate school exit surveys
- Annual tracking of high impact student experiences

Strategy / Steps	Current Efforts and Associated Data
<p><b>Strategy 16:</b> Implement a review of key student learning and performance assessments for bias</p>	<p>The faculty and staff at the <b>UOCoe</b> have been vocal supporters and drivers of the need to pursue alternative assessment options in an attempt to bypass the structural biases embedded in standardized high-stakes assessments. In November, 2019, following review, research, and committee discourse among Oregon Universities, and strong advocacy from the <b>UOCoe</b> the option for multiple measures was approved. In the <b>UOCoe</b> students taking the ORELA, PRAXIS, and edTPA may pursue alternate pathways to licensure. As noted in the TSPC guidance document (maintained in the <i>Program Review and Standards Handbook</i> <a href="https://www.oregon.gov/TSPC/Pages/index.aspx">https://www.oregon.gov/TSPC/Pages/index.aspx</a>) for multiple measures:</p> <ul style="list-style-type: none"> <li>• <i>Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.</i></li> <li>• <i>Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.</i></li> </ul> <p>Increasing the validity and reliability of the college’s assessments to ensure that they accurately measure students from all backgrounds will have a positive impact on student experiences and will increase retention and graduation rates for success in the students’ chosen field.</p> <p><b>UOCoe</b> anticipates enrollment data in 2021-2022 school year will begin to show the results of this change.</p>
<p><b>Strategy 17:</b> Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and</p>	<p>Changes in the undergraduate advising model at the University of Oregon have resulted in parallel changes within units throughout campus including the <b>UOCoe</b>. Starting in the summer of 2020, the <b>UOCoe</b> will be transforming its current department-specific advising model to a centralized advising model for all incoming undergraduate students. The <b>UOCoe’s</b> undergraduate advising model is anticipated to increase advising capacity in our college, and provide more academic and decision-making guidance to students navigating academic and career choices. Data will be collected via the Student Success platform. It is our hope that this dedicated space contributes to continuous</p>

<p>career development services.</p>	<p>improvement in supporting the student experience, including the possibility of these students considering graduate studies in the college.</p>
<p><b>Strategy 18:</b> Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)</p>	<p>In addition to the specific strategies included in this report, the college is engaged in ongoing data-based review of our recruitment and retention activities by routinely reviewing our enrollment and making adjustments to practices that impact the rigor of our admissions funnel.</p> <p><b>Challenge:</b> Between 2018 and 2020, the college began an extensive website redesign that effectively halted maintenance on our historical website while developing a new website to be launched in 2019. The lack of activity on the historical website over the course of 2018, coupled with the ongoing adjustments to the new website over the course of 2019 and into 2020, in conjunction with more generalized university-wide declines in enrollment, contributed to periods of limited access to resources which may have resulted in inconsistencies in some of these data points.</p>
<p><b>Strategy 19:</b> Provide learning environments that are inclusive and connect students with peers and faculty.</p>	<p>Our college has made a commitment to infusing concepts of diversity, equity, and inclusion into our professional development series for all faculty in the college. As with every change we institute, it is our intent that this change positively impacts our students' experience and outcomes. Students are surveyed annually upon exit. The content of student exit surveys is reviewed by <b>UOCoe</b> leadership for quantitative and qualitative trends, unmet needs, and specific requests or complaints. Students routinely request more diversity in their peers, colleagues, and faculty, sensitivity in their faculty, and culturally relevant and responsive training in their course of study.</p> <p>In addition to providing professional development opportunities for faculty in the college, the UOCoe encourages opportunities for students to also seek out deeper experiences within the college.</p> <ul style="list-style-type: none"> <li>• Students of Underrepresented Races, Cultures, and Ethnicities (SOURCE) Equity and Inclusion committee: In the Winter of 2019 the <b>UOCoe</b> received a small grant from the Office of Diversity, Equity, and Inclusion at the University of Oregon to support students in their educational career and develop a welcoming environment for them. The group formed in the Fall 2019, and has been meeting monthly as a student group dedicated to</li> </ul>

	<p>finding ways to ensure the <b>UOCoe</b> is in a constant state of improvement, not only in its academic curriculum but in the experiences and environment that the students occupy. Students have joined from all <b>UOCoe</b> departments, and while not directly linked to teacher preparation, this group has already begun to engage in identifying small but powerful ways to positively impact their sense of belonging. One proposal was to institute a forum in which students can practice their presenting skills and receive constructive feedback. Another proposal is dedicated to improving the experiences of International students. Recently students have begun to put together a proposal for art display in which students can share their experiences.</p> <ul style="list-style-type: none"> <li>• Within each teacher preparation program Faculty and Staff work individually to ensure that students' academic and daily needs are met. For example, the UOTeach teacher preparation program recently instituted three affinity groups for teachers training in their program. <ul style="list-style-type: none"> <li>○ Teacher of Color Affinity Group</li> <li>○ Teachers who identify as LGBTQ Affinity Group</li> <li>○ Intercultural Anti-Oppressive Teacher Affinity Group</li> </ul> </li> </ul>
<p><b>Strategy 20:</b> Develop global partnerships that allow students to study in different languages and cultures.</p>	<p>Each year since 2014 under the leadership of Dr. Lillian Duran, the <b>UOCoe</b> has hosted a group of 10-14 students to travel to Puerto Vallarta, Mexico where they develop and deliver special education programming in Spanish in a local school for children with disabilities. This program is designed to give students who are studying special education and related fields an opportunity to have an international teaching experience while serving local communities, and learning basic Spanish and about Mexican culture <a href="https://geo.uoregon.edu/programs/mexico/special-education-in-mexico">https://geo.uoregon.edu/programs/mexico/special-education-in-mexico</a></p> <p>This strategy is intended lead to increases in enrollments in students from diverse backgrounds based on an interest in serving communities they are familiar or have an affinity with.</p>
<p><b>Strategy 21:</b> Encourage, support and facilitate the instructional, research,</p>	<p>The faculty of the <b>UOCoe</b> are self-motivated to contribute to their various disciplines on an ongoing basis. Each of our tenure-track faculty dedicate a minimum of .4 of their FTE to research and scholarship. This research and scholarship has far-reaching impact frequently at the national and international levels.</p>

<p>outreach, and service excellence in all of our faculty.</p>	<p>As noted previously, the <b>UOCoe</b> is in the process of reconvening a dedicated communications team whose role is to ensure that faculty accolades, achievements, and findings of all types are shared regularly with large audiences of prospective students, interested future faculty, current students and faculty, academic peers, donors, alumni, and other educational stakeholders.</p> <p>Annually, the <b>UOCoe</b> Dean supports a small number of faculty as they pursue professional advancement opportunities.</p>
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**UO Dedicated Resources to Educator Diversity, Equity, and Inclusion Efforts**

<b>Annual Budget</b>	<b>Purpose</b>	<b>Justification</b>	<b>Future Needs</b>
\$12,500	CoE Equity and Inclusion Infrastructure	Assistant Dean stipend between 2015 and 2018	
\$20,128	Sponsorship/co-sponsorship of Equity and Inclusion Activities	Since Spring of 2019, the <b>UOCoe</b> has contributed foundation funding and grant funding to support partnerships in a variety of areas: Blacks in Government, NAACP, <b>UOCoe</b> Speaker Series, peer colleges on campus who are also hosting like-minded activities.	

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