

Update on Willamette Promise

Submitted by Sue Monahan, on behalf of WOU's Willamette Promise Team

Purpose: The Willamette Promise is closing the gap between high school and college, opening doors to post-secondary education for diverse students, and helping our state move closer to its 40-40-20 goal. The WP (1) creates new opportunities for accelerated credit allowing high school students to earn up to 45 credits in the OTM, (2) empowers all students to envision post-secondary and career success by strengthening the college-going culture in our communities, (3) provides high school students with opportunities that align with Career and Technical Education (CTE) programs that leading to career pathways, and (4) builds robust relationships among secondary and post-secondary educators to move us towards a true P-20 system in Oregon.

Original partners: WOU, (Chemeketa – withdrew in May 2015), Oregon Institute of Technology, Corban College, Willamette Education Service District, 20 school districts in Polk/Marion/Yamhill counties, numerous industry and non-profit organizations.

New partners: About 20 school districts from the Multnomah and Northwest Regional ESD areas requested and were approved to join Willamette Promise for 2015-16

The accelerated credit model: Willamette Promise is a proficiency model where students earn credit when they demonstrate outcomes that are aligned with college-level proficiencies. Professional Learning Communities (PLCs) bring college faculty and high school teachers together to develop shared understandings of college level proficiencies, create assessments for college-level courses, calibrate to standards and score student work, reinforce rigorous standards established by college faculty, and share pedagogical strategies that help students achieve college level outcomes.

Achievements: In its pilot year (2014-15), Willamette Promise – with the leadership of WOU faculty – developed 17 courses; 608 students earned over 3600 credits. Twenty-five percent of students were from economically disadvantaged backgrounds, and 35% were students of color. Over 1200 students took part in activities to strengthen a college-going culture.

Courses and faculty leaders (in parentheses indicates past participant):

BI 101, 102	Erin Baumgartner, Angela Poole
CHEM 104, 150	Ray Dandeneau, Patty Flatt
CS 124	Allison Omlid, (David Olson)
COM 111	Nick Backus, William Andersen
MATH 070/090	Sylvia Valdes-Fernandez, (Avery Cotton), (Zach Rutledge)
MATH 111	Scott Beaver (MATH 112 in development)
PSY 201	David Foster (PSY 202 in development)
SPAN 101-203	Kate Connolly, Patricia Gimenez-Eguibar, (Gianna Martella)
WR 115/121/122	Cornelia Paraskevas, Josh Daniels, Tandy Tillinghast-Voit, (Christine Harvey Horning, Meg Artman)
GEOG 1XX	Shaun Huston (in development)

WOU Process Coaches: Carol Harding (English/Humanities), Dan Clark (Center for Academic Innovation)

TRI Evaluation: Pat Ketchum, (Christina Reagle)

Other WOU units involved: The Research Institute, Academic Advising, Admissions, University Computing Services, Registrar's Office, Center for Academic Innovation

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