



Direct Admissions for Post-Secondary Institutions in Oregon: Summary of Work Group Discussions

Legislative Hearing

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Work Group:

- Public University Admissions Directors
- ODE representatives
- Five (5) meetings
- Consulted with Idaho, Minnesota, and Northern Arizona State Universities
- Outreach to Community Colleges

The 2023 Work Group focused on recommendations that...

1. Increase the enrollment of Oregon high school students who demonstrate potential for successful college careers but are not currently applying,
2. Reduce the burden and challenges for students to apply; and
3. Remove socioeconomic barriers for Oregon students seeking bachelor's degrees



Lessons from Other States

Establish policy considerations and priorities for each step in the implementation process

- **ID** program was legislatively driven; two groups of universities, all students receive admission letters
- **MN** program involved strong workgroup process resulting in seven (7) different admission letters; results still pending, pilot growing quickly, volunteer basis
- **AZ** (Northern Arizona University) works to admit all students who apply to a university, some with a community college starting point (dual admission)

Key Takeaways

- Access to academic and contact information for students
- Effective communication to students and families that is clear and easy to follow up on
- Ensure FAFSA completion/ Access to financial aid
- Effective cross-sector policy collaboration for continuous improvement

1. Increase Enrollment

Population:

- 'Non-hand raisers' who meet admissions requirements as determined by all institutions
- Consider for inclusion 'hand raisers' who meet these requirements so that the policy implementation can be implemented with the principles of 'universal design'
- Retain in state high school graduates in Oregon colleges and universities

Actions:

- Convene policy workgroup on an ongoing basis
- Understand experiences of high school students better
- Seek funding opportunities for pilot(s) of direct admissions in action

2. Remove process barriers

Population:

- Students who are knocking at the door, who have received the direct admissions letter and have replied to a university saying they want to reserve their spot

Actions:

- Refine “Direct Admissions Flowchart” for pathways and clarity for students
- Workgroup – identify college and/or university responsibilities to these students
- Track longitudinal trends and make adjustments to promote student retention and success; monitoring and data collection

3. Reduce socioeconomic barriers

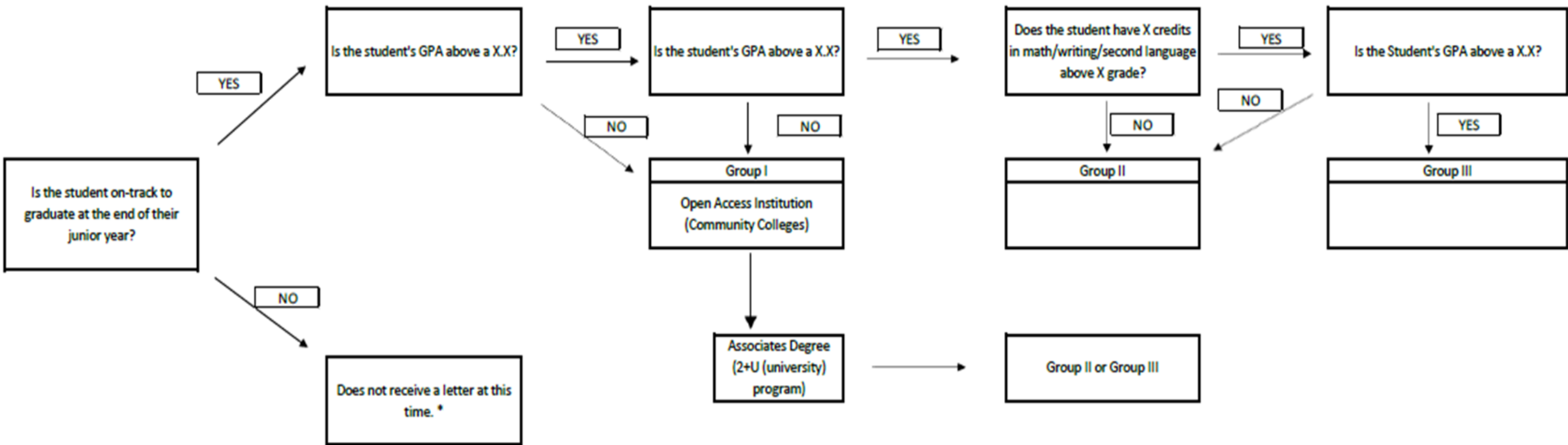
Population:

- Students who have been admitted by direct admissions program (or pilot program)
- All students (eventually) so that there is a process of integrating best practices into the regular processes, leading to a universal design approach that is better and more affordable, for all students

Actions:

- Workgroup recommendations – How much and how my information about financial aid be included in the letter/outreach to students;
- Ensuring FAFSA application
- Exploring the possibility of a financial air guarantee that builds on federal, state aid

DRAFT FLOWCHART



Thank You

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Multiple Letters for different academic criteria

- Letter Group 1 – Open Access College Programs – Community Colleges
- Letter Group 2 – Regional Comprehensive Universities GPA threshold
- Letter Group 3 – Selective University GPA threshold
- Letter Group 4 – Highly selective University GPA and Course requirement

Universities Self Select into a Group

Cross walk example

		X.X GPA	X.X GPA	X credits in M/W/Second Language	GPA above X.X
UO		x	x	x	x
OSU		x	x	x	x
PSU		x	x		
Oregon Tech		x	x	x	
WOU		x	x		
EOU		x	x		
SOU		x	x		
Community colleges		x			