PROGRESS REPORT–2008

SENATE BILL 342

OREGON DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

Oregon University System

FOREWORD

In 2005, the Legislature passed Senate Bill 342 with the express intent of improving student progress through postsecondary education by encouraging cooperation among the postsecondary education sectors on specific alignment initiatives (listed in the Table of Contents under "Response to the Elements of SB342"). The Joint Boards of Education created a framework for all of the alignment work and used its Unified Education Enterprise subcommittee to fulfill the requests in SB 342. This is the second of two progress reports that SB342 requires the Joint Boards to submit to the Legislature. As did the report submitted in November 2006, this one reflects the continuing work of many stakeholders from Oregon's community colleges and public universities.

Progress on SB342 and links to documentation of this progress is provided at:
http://www.ous.edu/about/uee/sb342.php, that is shown in Appendix A .

See **Appendix A** – SB342 Web Page

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Cover photos: Top: Oregon Institute of Technology; Bottom, left and right: University of Oregon.

EXECUTIVE SUMMARY

To enhance student transitions among Oregon's education sectors, the Joint Boards asked Oregon's community colleges and Oregon University System (OUS) institutions to address the components of Senate Bill (SB) 342, which was signed into law by Governor Kulongoski on July 22, 2005. The bill directs Oregon's community colleges and OUS institutions to work together in coordinating more effective articulation and transfer statewide to ensure that post-secondary education needs of students are met without unnecessary duplication of courses. The bill did not include funding. Procedures for accomplishing the bill's directives were drafted and summarized in process maps. The summary below outlines the responses that were originally identified, the groups that responded, and progress to date. In the pages that follow, progress on each item is described more fully, and both the current status of the work, and the status as of the first Progress Report (November 2006) are indicated.

AAOT Revision

Response: Re-examine the purpose and structure of the Associate of Arts/Oregon Transfer (AAOT) degree, with the goal of maximizing effectiveness.

Responding group: Under the leadership of the Joint Boards Articulation Commission (JBAC), the provisions of the AAOT have been discussed by faculty on all 24 OUS and Community College campuses, and the Council of Instructional Administrators (CIA) has used the feedback to propose a revised AAOT degree that will be uniform at all community colleges.

Progress to date: . The CIA's proposal has been reviewed by the OUS Provosts Council and the few points of disagreement have been resolved by a joint community college/OUS subcommittee. The revised AAOT degree may be adopted by JBAC and the Board of Higher Education in spring 2008, which would allow it to be fully implemented as soon as catalog information can include it—ideally, in fall 2008.

Pathways

Response: Clarify appropriate career pathways in areas where Oregon's need is high. Teacher Preparation, Engineering, Healthcare and Apprenticeships were identified as high-need areas.

Responding group: Separate working groups for each of these four pathways were asked to define the features that will be common to all 24 OUS and community college programs

Progress to date: Statewide collaborations have been formed and made progress on each pathway.

The Education Pathways for Teachers Working Group has created an online Advising Guide, agreed upon two common education courses, made recommendations for General Education courses for Teacher Education programs and initiated course and curriculum alignments for Career and Technical Education. The Oregon Pre-engineering & Applied Science (OPAS) Initiative's Pathways Subcommittee is focused on aligning manufacturing engineering technology course outcomes, has developed advising materials, and produced the recently signed Manufacturing Engineering Technology Articulation Agreement.. Progress on the Healthcare Pathway includes opening a new Nursing Program at Western Oregon University.

Outcome-based General Education

Response: Develop a common understanding of the desired outcomes of General Education and of the criteria for effective courses within this curriculum.

Responding group: OUS staff members facilitated conversations with cross-sector disciplinary groups of OUS and Community college faculty.

Progress to date: During winter, 2008, campus feedback on the criteria and outcomes for General Education courses in Writing, Mathematics, Oral Communication, Arts and Letters, Social Science, and Sciences was collected, summarized and returned to the original faculty drafters for consideration. Revision of the draft statements is underway. Agreement on final course criteria and outcomes statements is expected by fall, 2008.

Transfer of 100/200 level Courses

Response: There was agreement that several existing initiatives, including the Oregon Transfer Module (OTM) and a push toward dual enrollments, addressed this item. Progress on these initiatives prompted a "stay the course" philosophy in order to maintain momentum.

Responding group: JBAC continues to monitor progress on this stipulation of SB342

Progress to date: Adoption of the OTM by all 24 public colleges and universities, the imminent adoption of the revised AAOT degree, progress on General Education course outcomes and criteria, implementation of ATLAS, and expanding dual-enrollment agreements have all increased the transfer of 100/200 level courses.

ATLAS

Response: There was strong support in all sectors for creating a statewide linkage of campus-based Degree Audit systems that would make articulation information both accessible and understandable to high school and post-secondary students and their counselors

Responding Group: The OUS Chancellor's Office led the first phase of the ATLAS project by providing funds and personnel to implement ATLAS on all OUS campuses, and to assist community colleges' development of links to ATLAS.

Progress to date: The funds the OUS Chancellor's Office invested in early 2006 resulted, by the end of 2007, in establishing the ATLAS infrastructure and implementing ATLAS for some or all of the programs at each of the 7 OUS institutions. The next phase will be incorporation of community colleges into the system and new funding will be required to accomplish that.

Advanced Placement

Response: The need for standardization of the amount of credit awarded for particular scores on Advanced Placement (AP) exams was widely appreciated, and a plan for consulting with campuses to reach agreement was adopted.

Responding group: Staff of the EDP Working Group and OUS was on point to work with community college and OUS chief academic officers to consider possible AP score/credit relationships and reach agreement on a standard set.

Progress to date: This response was completed, with consensus on all 33 current AP exams and partial implementation in fall 2007. Full implementation will occur in fall 2008, with continuous monitoring of new AP exams to maintain alignment in the future.

Expand Early College Programs

Response: This item was largely addressed in 2005 by Senate Bill 300, which requires the Oregon Department of Education to implement early college programs at all high schools. Since then, attention has been focused on a subset of early college programs, called "Dual Credit" in which high school students take college courses that are taught in their high schools by qualified high school teachers in partnership with community colleges or OUS institutions. These are common throughout Oregon and are known by varied local designations such as College Now, College Credit Now, and Advanced College Credit.

Responding group: The Dual Credit Task Force of UEE was asked to examine current policy governing Dual Credit programs in Oregon, to collect exemplary policies used in other states, and to identify the requirements for monitoring the success of students in Oregon programs.

Progress to date: The Dual Credit Task Force compiled the varied policies that currently govern Dual Credit programs in Oregon, compared these with the standards required for national accreditation by the highly-regarded National Alliance of Concurrent Enrollment Partnerships (NACEP), and developed an effective method for evaluating the subsequent academic performance of Dual Credit students.

Senate Bill 342 (Enrolled)

SENATE BILL 342

OREGON STATUTE

Sponsored by Senator SCHRADER, Representative SCOTT; Senators COURTNEY, DEVLIN, WALKER

Relating to higher education courses; and declaring an emergency.

Whereas enhancing the transition experience for students who transfer between Oregon's community colleges and universities is a public policy matter; and

Whereas high school students who take college-level courses and advanced placement courses for college credit and who participate in early college programs comprise a significant portion of students who accumulate transferable college credits; and

Whereas students can save on the cost of tuition by taking courses at different post-secondary institutions; and

Whereas students have the right to expect the smooth transfer of appropriate college credit courses taken at eligible post-secondary institutions; and

Whereas frequent and skillful advising facilitates the transfer of students between institutions; and

Whereas Oregon community colleges and universities are committed to meeting the needs of all students, including transfer students; now, therefore,

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) Community colleges and state institutions of higher education within the Oregon University System shall cooperate in operating a statewide articulation and transfer system. The system must include the means for articulating lower-division general education credits, general elective credits and curriculum requirements for approved majors in order to allow students to transfer between community colleges and state institutions of higher education without losing credits that otherwise would be applicable toward a baccalaureate degree. The system must ensure that the post-secondary education needs of students statewide are met without unnecessary duplication of courses.

(2) In continuing to provide and improve upon an effective articulation and transfer framework for students in Oregon's post-secondary sectors, community colleges and state institutions of higher education shall:

(a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;

(b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;

(c) Develop an outcome-based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;

(d) Develop a seamless transfer of credits for all level 100 and 200 general education courses;

(e) Implement a statewide course applicability system that permits students and advisers to query and view online credit transfer options and conduct online degree auditing;

(f) Develop uniform standards for awarding college credit for advanced placement test scores; and

(g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.

(3) In addition to the requirements of subsection (2) of this section, community colleges and state institutions of higher education may also implement other measures to create an effective articulation and transfer framework for students.

SECTION 2. (1) The Oregon University System and the Department of Community Colleges and Workforce Development shall submit a report of their progress on operating a statewide articulation and transfer system that meets statewide post-secondary education needs as required by section 1 of this 2005 Act to the Emergency Board and to the legislative interim committee on education prior to January 1, 2007, and a second progress report to the legislative interim committee on education prior to January 1, 2009. The reports shall include:

(a) A report on the progress of the Oregon Transfer Module as approved by the State Board of Higher Education and the State Board of Education; and

(b) Recommendations for statutory changes necessary to facilitate the transfer of students between post-secondary institutions.

(2) The Oregon University System and the Department of Community Colleges and Workforce Development shall report annually to the Joint Boards of Education on their progress on operating a statewide articulation and transfer system that meets statewide post-secondary education needs as required by section 1 of this 2005 Act.

SECTION 3. Sections 1 and 2 of this 2005 Act are repealed on January 2, 2010.

SECTION 4. This 2005 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2005 Act takes effect on its passage.

AAOT REVISION

> BILL TEXT: Section (1)(2)(a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;

Goal: *Align the Associate of Arts Oregon Transfer Degree (AAOT) with the Oregon Transfer Module (OTM) and align community college AAOT degrees so that they are mutually transferable. Coordinate conversations with Oregon University System (OUS) and community college faculty to ensure the AAOT provides the best foundation for transfer student success.*

Progress:
Although no two community colleges presently offer identical AAOT degrees, a fully-aligned AAOT degree has now been designed and approved by all 24 community colleges. Approval by the OUS Provosts Council is imminent based on the work of a small group of representatives from the Provosts Council, the Council of Instructional Administrators and JBAC who reached consensus on the few points of disagreement or uncertainty Adoption of the revised AAOT degree by JBAC and the Board of Higher Education is anticipated by the end of spring, 2008
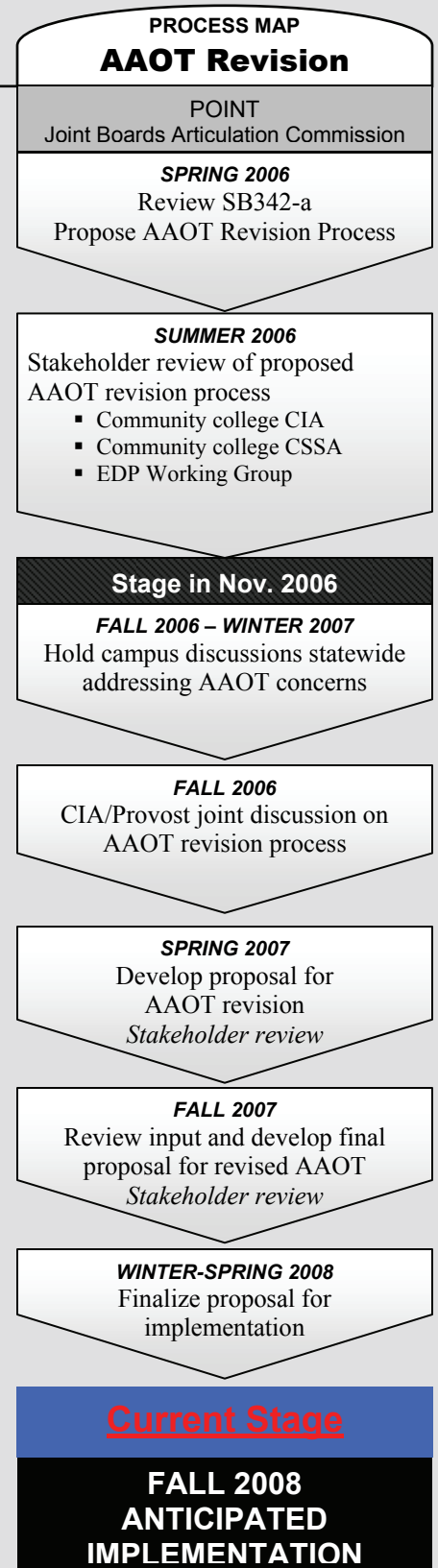
Next Steps:
- Adoption of the AAOT by the OUS Board and JBAC in spring, 2008.

- Continual monitoring by JBAC of the extent to which the AAOT is used, and of any problems created by the revisions for students or faculty

Funding Required
> Only institutional funds to disseminate information about the new features of the revised AAOT degree.

Sample Concerns with the AAOT

- Though it guarantees junior standing for registration, the AAOT does not insure that students in majors that are credit heavy at the lower division (e.g., sciences or fine and performing arts) have only two years remaining to their degree.
- No two community colleges in Oregon have AAOT degrees that are exactly alike.

PROCESS MAP
AAOT Revision

POINT
Joint Boards Articulation Commission

SPRING 2006
Review SB342-a
Propose AAOT Revision Process

SUMMER 2006
Stakeholder review of proposed AAOT revision process
- Community college CIA
- Community college CSSA
- EDP Working Group

Stage in Nov. 2006

FALL 2006 – WINTER 2007
Hold campus discussions statewide addressing AAOT concerns

FALL 2006
CIA/Provost joint discussion on AAOT revision process

SPRING 2007
Develop proposal for AAOT revision
Stakeholder review

FALL 2007
Review input and develop final proposal for revised AAOT
Stakeholder review

WINTER-SPRING 2008
Finalize proposal for implementation

Current Stage

FALL 2008 ANTICIPATED IMPLEMENTATION

PATHWAYS

> BILL TEXT: Section (1)(2)(b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;

Goal: *Identify pathways to careers in high demand areas, and articulate the required preparation throughout the state.*

Groups have assembled throughout the state, some as part of Oregon's Statewide Pathways Initiative

(http://www.worksourceoregon.org/index.php?option=com_content&task=view&id=113 &Itemid=48), to focus on articulation in 4 high-demand areas: Engineering, Teacher Preparation, Healthcare, and Apprenticeships. These groups foster statewide collaboration to improve quality and address roadblocks. Following are some of the specific approaches they are taking.
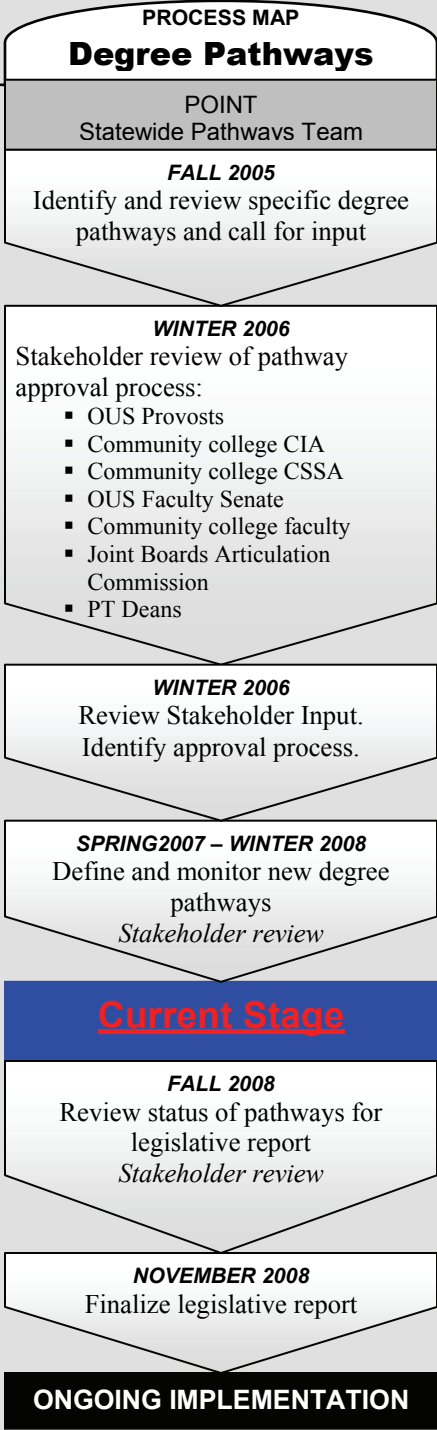
> See **Appendix B** – Statewide Pathways Projects

ENGINEERING

The Oregon Pre-engineering & Applied Science (OPAS) Initiative brings representatives of a wide variety of constituencies together to focus on enhancing Science, Technology, Engineering, and Mathematics (STEM) at the middle school, high school, community college, and university levels. The OPAS mission is to increase the number of work-ready engineers and applied scientists in Oregon by ensuring that all K-12 students have access to high quality education and career exploration opportunities that prepare them for postsecondary and workplace opportunities and success.

The OPAS Pathways Subcommittee focused on Systemwide alignment of manufacturing engineering technology course outcomes across all three education sectors and development of advising materials for students, parents, and school staff. One result of the committee's work is the recent signing of the Manufacturing Engineering Technology Articulation Agreement. This agreement ensures that manufacturing engineering and technology credits and coursework from several high schools, nine community colleges, and Oregon Institute of Technology will be accepted and applied to associate of science or BS degree requirements at each partner institution.

> See **Appendix C** – the Manufacturing Engineering Technology Articulation Agreement.

PROCESS MAP
Degree Pathways

POINT
Statewide Pathways Team

FALL 2005
Identify and review specific degree pathways and call for input

WINTER 2006
Stakeholder review of pathway approval process:
- OUS Provosts
- Community college CIA
- Community college CSSA
- OUS Faculty Senate
- Community college faculty
- Joint Boards Articulation Commission
- PT Deans

WINTER 2006
Review Stakeholder Input.
Identify approval process.

SPRING 2007 – WINTER 2008
Define and monitor new degree pathways
Stakeholder review

Current Stage

FALL 2008
Review status of pathways for legislative report
Stakeholder review

NOVEMBER 2008
Finalize legislative report

ONGOING IMPLEMENTATION

PATHWAYS   (continued)

ENGINEERING (continued)

Next Steps: The OPAS Pathways Subcommittee, building on its own experience at gaining acceptance of the Manufacturing Engineering Technology Articulation Agreement and the process that resulted in the revision of the AAOT degree, has initiated the development of additional articulation agreements between the remaining OUS Schools of Engineering, community colleges and high schools.

TEACHER EDUCATION

Several efforts aim to improve teacher preparation—particularly through better alignment of core coursework and assistance to students in becoming Oregon teachers. To accomplish these goals, the Education Pathways for Teachers group (a statewide 65+ member consortium of community colleges, 4-year higher education institutions with teacher preparation programs, Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), Oregon University System (OUS) and Community Colleges and Workforce Development (CCWD)) was formed in DATE?. Through regular meetings of a Steering Committee, the full group, and an annual December meeting, consortium members have:

1. Created an online Teacher Preparation Advising Guide (http://www.ous.edu/programs/teached/files/AdvisingGuide2005v6.pdf);

2. Developed Memoranda of Understanding for two common education courses to be taught in Oregon's 4-year undergrad teacher prep programs and community colleges. These have been distributed to OUS Provosts and the Chief Instructional Officers of community colleges;

3. Formulated recommendations for General Education courses in science, math, social science, language arts, fine arts and PE/health for Prospective Early Childhood and Elementary Teachers. These recommendations have been widely circulated for critique, revised in accordance with the feedback received, and will be incorporated in the 2008 Teacher Preparation Advising Guide. Recommendations for Prospective Secondary Teachers are in development.

4. Initiated course and curriculum alignments within a Career and Technical Education pathway.

Next Steps: OUS policy option package and base funding requests will address areas with chronic teacher shortages in the state including math, science, and English as a Second Language (ESL). CCWD has a policy option package for additional staff to support the Education Pathways for Teachers consortium, its strategies, and work plan. OUS and ODE are developing policy option packages that target the recruitment, preparation, and induction of highly qualified teachers, ongoing professional development of Oregon teachers, improved diversity of Oregon's teacher and administrator workforce, and licensure partnerships.

APPRENTICESHIP

The Bureau of Labor and Industries' Apprenticeship Council and Oregon community colleges are developing statewide apprenticeship pathways in electrical, industrial manufacturing, and mechanical construction. Each apprenticeship pathway is based on state apprenticeship standards and features aligned program and course outcomes, ladder-type certificates of completion, an Associate of Applied Science degree, and an optional path into a baccalaureate degree. The apprenticeship pathway program is available to registered apprentices.

See **Appendix D** – Draft Elementary Teachers' General Education Courses.

PATHWAYS _____ (continued)

HEALTH/NURSING

Since 2001 community colleges, OUS/OHSU, and industry partners have worked to clearly define articulated pathways for nursing and the allied health occupations as well as align preparation modalities and capacity with current and projected demand.

All nursing programs articulate pre-requisite coursework and core program components. Nine colleges have agreed to participate in a new nursing curriculum that directly articulates the community college ADN (Associate Degree Nurse) programs with the four-year BSN (Bachelor of Science Nurse) programs. The other community college programs remain independent ADN programs but are aligned to facilitate transfer to the BSN programs.

Additional initiatives include the development of alternative and flexible program designs including accelerated, distance learning and industry sponsored/contracted cohorts. Through the efforts of the Governor's office, industry and all training providers, Oregon continues to move forward on creating capacity and addressing needs. One recent result of this effort is the opening of the OHSU Nursing Program at Western Oregon University in fall, 2008.

More information on Oregon's healthcare workforce,
Can be found at the Oregon Healthcare Workforce Institute web page—http://www.oregonhwi.org.

Next steps: The community colleges, OHSU and OUS partners have developed policy option packages that will effectively leverage the innovative program models across the sectors and programs to support Oregon's requirements for a well-trained healthcare workforce whenever and wherever it is needed through a responsive and efficient education and training system.

OUTCOME-BASED GENERAL EDUCATION

> BILL TEXT: Section (1)(2)(c) Develop an outcome-based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;

Goal: *Develop a framework for articulation and transfer of General Education coursework that is based on the use of common criteria for these courses.*

Progress: During the spring of 2006, faculty from OUS institutions, community colleges, and private colleges and universities representing each of six General Education areas produced draft statements of the desired outcomes and general course criteria for each area. Between the summer of 200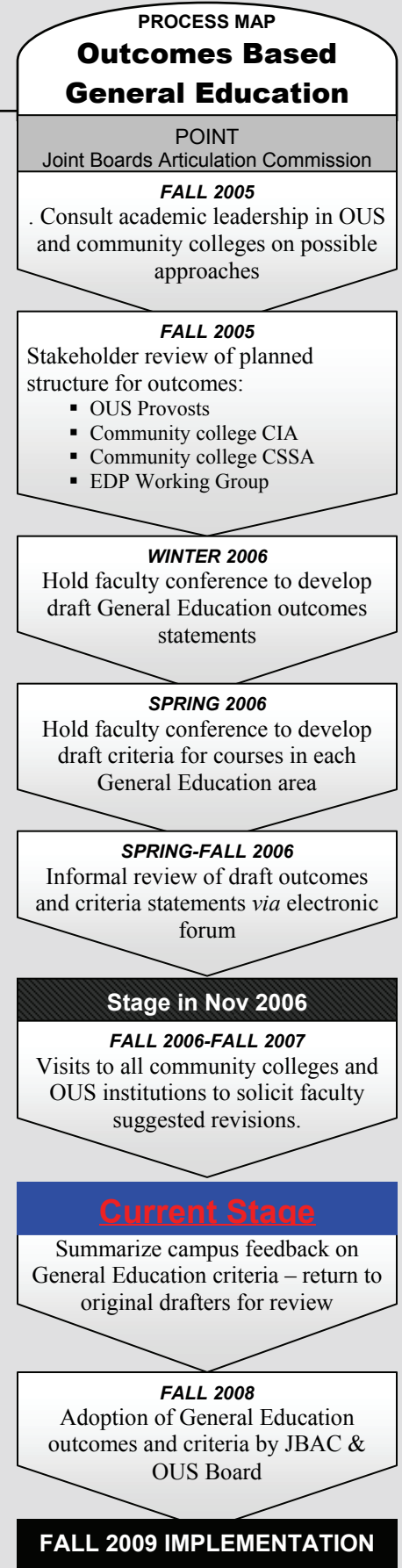6 and fall, 2007, the drafts were posted on the JBAC website (http://www.ous.edu/aca/forums.html) for informal public scrutiny and comment. Also during this time, Karen Sprague and Robert Mercer (OUS staff) visited all 17 community college and 7 OUS campuses to encourage faculty participation in this work, and to elicit feedback from each campus on the General Education course criteria and outcomes.

During winter, 2008, campus feedback on the criteria and outcomes for General Education courses in Writing, Oral Communication, Mathematics, Arts and Letters, Social Science, and Sciences was returned to the original faculty drafters for their use in making revisions. The revision process is underway, and is expected to be completed during spring 2008.

The **outcomes statements** are intended to be broad, and to describe the habits of mind, skills, or insight that we want students to acquire as a result of taking courses in a particular area.

Next Steps: The revised statements will be returned to the Council of Instructional Administrators, the Provosts Council, and campus faculty for final consideration. Agreement on course criteria and outcomes is anticipated in fall, 2008.

See **Appendix E** – Establishing Criteria for Transferable General Education Courses.

PROCESS MAP
Outcomes Based General Education

POINT
Joint Boards Articulation Commission

FALL 2005
. Consult academic leadership in OUS and community colleges on possible approaches

FALL 2005
Stakeholder review of planned structure for outcomes:
- OUS Provosts
- Community college CIA
- Community college CSSA
- EDP Working Group

WINTER 2006
Hold faculty conference to develop draft General Education outcomes statements

SPRING 2006
Hold faculty conference to develop draft criteria for courses in each General Education area

SPRING-FALL 2006
Informal review of draft outcomes and criteria statements *via* electronic forum

Stage in Nov 2006

FALL 2006-FALL 2007
Visits to all community colleges and OUS institutions to solicit faculty suggested revisions.

Current Stage
Summarize campus feedback on General Education criteria – return to original drafters for review

FALL 2008
Adoption of General Education outcomes and criteria by JBAC & OUS Board

FALL 2009 IMPLEMENTATION

TRANSFER 100/200 LEVEL

> BILL TEXT: Section (1)(2)(d) Develop a seamless
> transfer of credits for all level 100 and 200
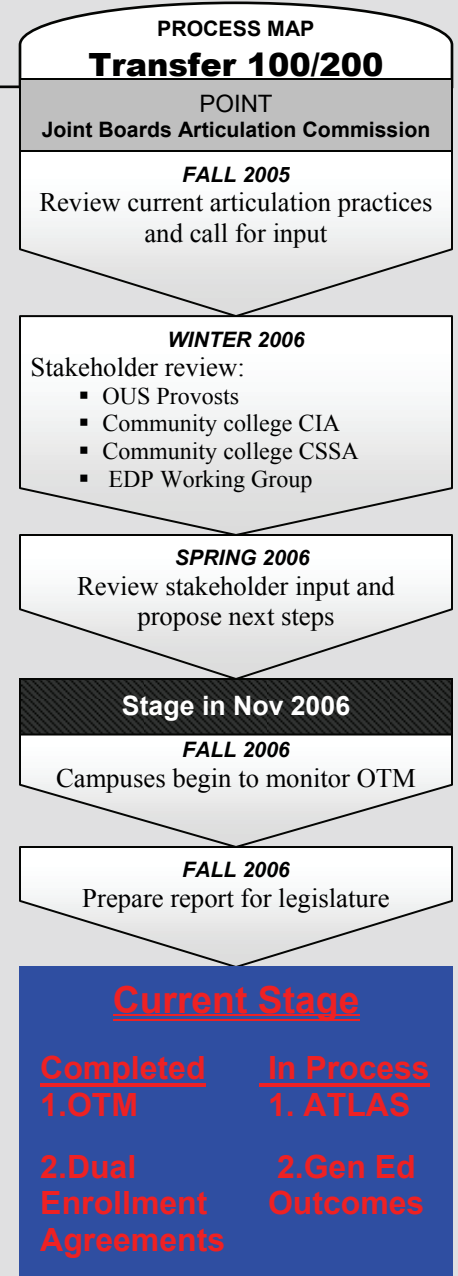> general education courses;

Goal: *Identify the methods to be used to ensure a seamless transfer of credits for all level 100 and 200 general education courses.*

Progress: As noted in the 2006 SB342 report, there are multiple reasons for credit not transferring. Several approaches were taken to solve this problem, some of which have been completed while others are still in progress. Completed items are:

- Adoption by all 17 community colleges and 7 OUS universities of the Oregon Transfer Module (OTM), which eases transfer at the 100/200 level for all students by agreement on a flexible first year core of transferable general education courses.

- Partnerships between community colleges and Oregon University System (OUS) institutions known as dual enrollment agreements guarantee a more transparent transfer of credit between institutions. Since 2004 OUS institutions have added 13 agreements (32 total) across the system. Community colleges have similar agreements with private colleges in Oregon.

Work continues on:
- the Articulated Transfer Linked Audit System (ATLAS) system that allows students to view how courses transfer to all OUS institutions. (Discussed in more detail below)

- the criteria for universally-transferable General Education courses, which will make a substantial contribution to seamless transfer by providing the basis for statewide decisions on course transferability.

PROCESS MAP
Transfer 100/200

POINT
Joint Boards Articulation Commission

FALL 2005
Review current articulation practices
and call for input

WINTER 2006
Stakeholder review:
- OUS Provosts
- Community college CIA
- Community college CSSA
- EDP Working Group

SPRING 2006
Review stakeholder input and
propose next steps

Stage in Nov 2006
FALL 2006
Campuses begin to monitor OTM

FALL 2006
Prepare report for legislature

Current Stage

Completed — **In Process**
1.OTM — 1. ATLAS

2.Dual — 2.Gen Ed
Enrollment — Outcomes
Agreements

See **Appendix F** for the requirements of the Oregon Transfer Module.

Oregon Transfer Module Implementation Update

In 2007, the Oregon Transfer Module (OTM) was implemented statewide:
- The OTM is available at all 24 public colleges and universities
- Courses that count toward the OTM are posted on websites at all 24 institutions
- All 24 institutions will have the OTM in their 2007-08 academic catalogs

Next Steps: Joint training is needed for high school, college, and university advisors. Consistent and clear communication must be provided to students by college or high school counselors about when the OTM might be appropriate to the student's situation or goals. This includes an effort to educate high school students about the opportunity to start the OTM in high school. Educating students and advisors regarding the OTM will also include integrating major coursework and prerequisites in course planning.

ATLAS

> BILL TEXT: Section (1)(2)(e) Implement a statewide
> course applicability system that permits students
> and advisers to query and view online credit
> transfer options and conduct online degree
> auditing;

Goal: *Implement Articulated Transfer Linked Audit System (ATLAS) for all public post secondary institutions.*

ATLAS will connect all Oregon University System (OUS) institutions and community colleges, allowing an online comparison between a student's completed or planned coursework and any degree program offered by a linked school. This allows transparent transfer of credit between institutions.
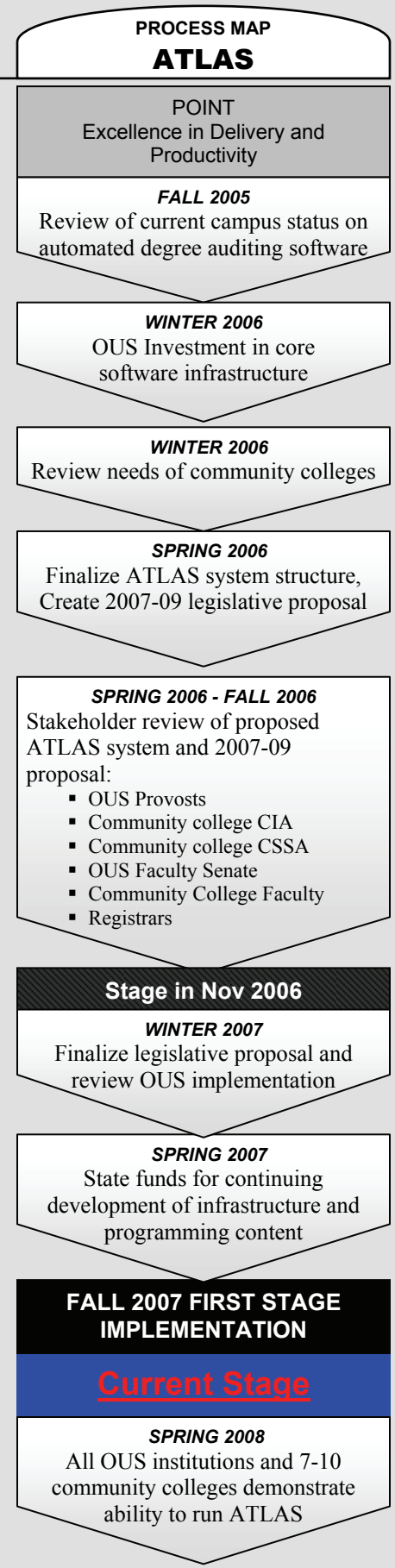
Progress: The initial investment by the Chancellor's Office allowed all OUS campuses to have some ATLAS functions as of January 2008 , though this meant installing and testing a new version of the National CAS software that is the base for ATLAS. Every OUS campus plans to have all majors and at least primary transfer partners available by the end of the biennium. Between seven and 10 community colleges will have preliminary ATLAS functions by June 2008, including course banks, links to admission and financial aid information and the ability to export transcript information to OUS institutions.

ATLAS is at fully or partially active at all OUS institutions as of spring 2008.

Next Steps – Immediate: OUS will help universities add additional majors, implement currently unused features of CAS, promote ATLAS to students and advisors, and link each campus to their main student transfer partners. OUS will also continue to support community college implementers. The OUS team is working with CCWD as it develops a 2009-11 policy option package to fund full ATLAS functionality at all 17 Oregon community colleges.

NextSteps – Long Term: For ATLAS to remain a valuable tool for students, campuses will need to plan for long term sustainability, including: maintenance funding and staff time, communication among campus stakeholders, and a web site for posting curricular changes statewide.

> See **Appendix G** – ATLAS Progress Report Addendum and
> **Appendix H** – Progress Report on IDTS, which provides electronic transcript transfer from high schools to post-secondary institutions.

PROCESS MAP
ATLAS

POINT
Excellence in Delivery and Productivity

FALL 2005
Review of current campus status on automated degree auditing software

WINTER 2006
OUS Investment in core software infrastructure

WINTER 2006
Review needs of community colleges

SPRING 2006
Finalize ATLAS system structure, Create 2007-09 legislative proposal

SPRING 2006 - FALL 2006
Stakeholder review of proposed ATLAS system and 2007-09 proposal:
- OUS Provosts
- Community college CIA
- Community college CSSA
- OUS Faculty Senate
- Community College Faculty
- Registrars

Stage in Nov 2006

WINTER 2007
Finalize legislative proposal and review OUS implementation

SPRING 2007
State funds for continuing development of infrastructure and programming content

FALL 2007 FIRST STAGE IMPLEMENTATION

Current Stage

SPRING 2008
All OUS institutions and 7-10 community colleges demonstrate ability to run ATLAS

ADVANCED PLACEMENT

> BILL TEXT: Section (1)(2)(f) Develop uniform
> standards for awarding college credit for
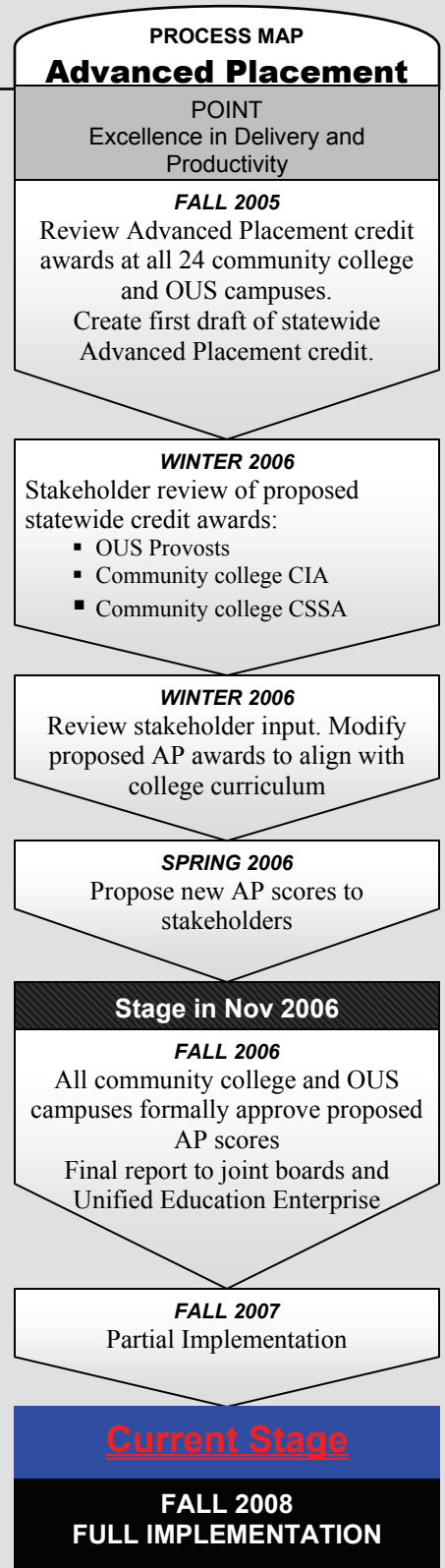> advanced placement test scores

Goal: *To have all 24 public colleges and universities award the same amount of academic credit for each credit-worthy score (typically, a score of 3, 4, or 5) on an Advanced Placement (AP) exam.*

▪ **Progress:** This stipulation of SB342 was partially implemented in fall, 2007 when all community colleges and OUS institutions agreed on the college credit earned by a particular AP exam score for all 33 AP exams. Full implementation was precluded by long lead time required for communications associated with OUS admissions cycles, but will in fall, 2008

Consensus has been attained on AP score/credit relationships at all community colleges and OUS institutions for all 33 AP exams

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Next Steps: Statewide alignment work for the existing AP exams is complete. Scores and credits for the new exams in Chinese, Japanese and Italian are being aligned. Discussions of the feasibility of a similar agreement for International Baccalaureate (IB) courses have been initiated. It will be necessary to continuously monitor changes in the AP exams that are available and to make adjustments to the current Oregon AP agreement as conditions change. Marketing is needed to communicate the new system to advisors, students, teachers, and parents.

Future Upkeep: As new exams are created by the College Board, statewide reviews by disciplinary faculty groups will determine the level of credit awarded at Oregon institutions. There will also be an ongoing need to clarify some aspects of AP credit award. For example, a small college might not offer a wide enough range of Physics courses to be able to award the highest level of credit in that subject. In addition, the design of certain majors precludes substitution of any of the required courses. In such cases, AP credits will count as General Education or elective coursework, but will not exempt students from courses in the major. These details will need to be clear to counselors, students and parents.

PROCESS MAP
Advanced Placement

POINT
Excellence in Delivery and Productivity

FALL 2005
Review Advanced Placement credit awards at all 24 community college and OUS campuses.
Create first draft of statewide Advanced Placement credit.

WINTER 2006
Stakeholder review of proposed statewide credit awards:
▪ OUS Provosts
▪ Community college CIA
▪ Community college CSSA

WINTER 2006
Review stakeholder input. Modify proposed AP awards to align with college curriculum

SPRING 2006
Propose new AP scores to stakeholders

Stage in Nov 2006

FALL 2006
All community college and OUS campuses formally approve proposed AP scores
Final report to joint boards and Unified Education Enterprise

FALL 2007
Partial Implementation

Current Stage

**FALL 2008
FULL IMPLEMENTATION**

See **Appendix I** for the statewide Advanced Placement credit awards.
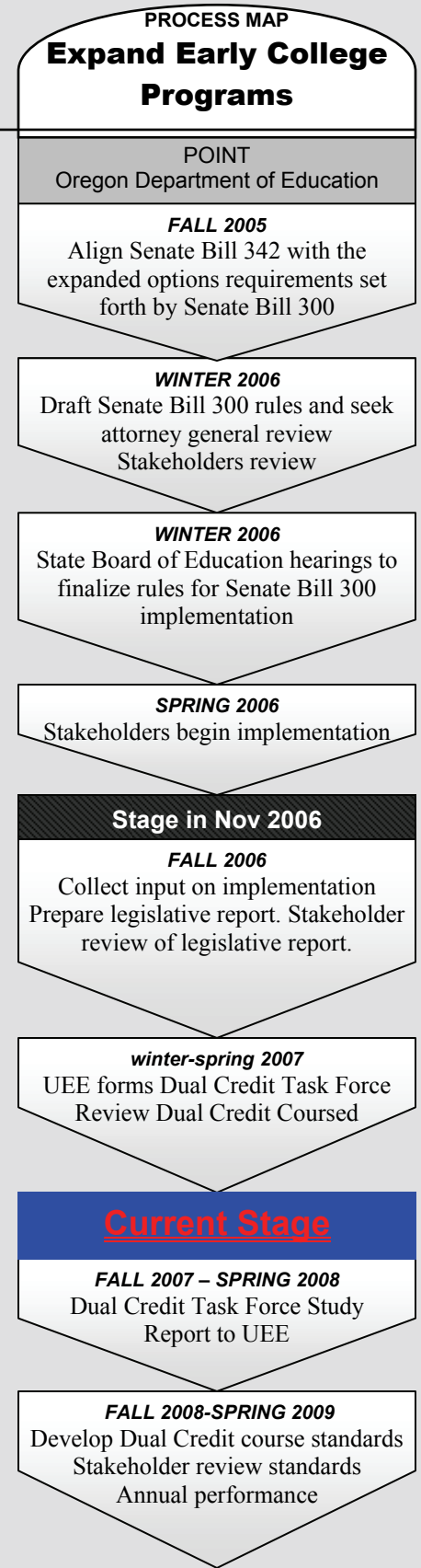
EXPAND EARLY COLLEGE PROGRAMS

> BILL TEXT: Section (1)(2)(g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.

Goal: *Identify a statewide postsecondary program for acceleration.*

Senate Bill (SB) 300, which has the same goal, was also passed in the 2005-07 legislative session. SB 300 creates one or more early college program opportunities for high school students while keeping current early college programs, such as 2+2, Advanced Placement (AP), International Baccalaureate (IB), and College High, in place. SB 300 targets 11th or 12th grade students giving priority to academically able students who are at-risk for socio-economic reasons, or who have left school prematurely.

Progress: Early college programs offer high school students the opportunity to use the same class to earn both high school and college credit. In a subset of such programs, called "Dual Credit" high school students take college courses taught in their high schools by qualified high school teachers in partnership with community colleges or OUS institutions. Such dual credit courses, are also called "College Now", "College Credit Now", "Advanced College Credit", and "Challenge Program". In January 2007, UEE formed a Task Force to review Oregon's dual credit offerings. The Task Force met first on May 25, 2007, and , in April, 2008, produced a study which concluded that, in general, students taking the first course of a sequence either as dual credit or as a regular college/university course do equally well in the following college/university course. The Task Force also found considerable variation in the policy governing Dual Credit programs in Oregon. The Task Force concluded that the existing Dual Credit programs are valuable to Oregon students, and as a result of its deliberations, will make recommendations at the April 30, 2008 UEE meeting aimed at further strengthening these programs and ensuring that they remain widely available.

Next Steps: Strengthen and expand Dual Credit programs by
1) Adopting common standards for all Oregon Dual Credit programs
2) Making annual or biennial studies of subsequent academic performance part of regular system-level data analysis
 3) Expanding the pool of teachers qualified to offer dual credit classes.

PROCESS MAP
Expand Early College Programs

POINT
Oregon Department of Education

FALL 2005
Align Senate Bill 342 with the expanded options requirements set forth by Senate Bill 300

WINTER 2006
Draft Senate Bill 300 rules and seek attorney general review
Stakeholders review

WINTER 2006
State Board of Education hearings to finalize rules for Senate Bill 300 implementation

SPRING 2006
Stakeholders begin implementation

Stage in Nov 2006

FALL 2006
Collect input on implementation
Prepare legislative report. Stakeholder review of legislative report.

winter-spring 2007
UEE forms Dual Credit Task Force
Review Dual Credit Coursed

Current Stage

FALL 2007 – SPRING 2008
Dual Credit Task Force Study
Report to UEE

FALL 2008-SPRING 2009
Develop Dual Credit course standards
Stakeholder review standards
Annual performance

ALIGNMENT OF THE EDUCATION ENTERPRISE:
<u>UEE STRATEGIC PLAN FOR 2008-2011</u> (DRAFT)

2008-09 Strategic Plan

1) Dual Credit:
    a) Develop statewide standards for Dual Credit programs
    b) Review the qualifications required of faculty teaching in Dual Credit programs
    c) Establish a procedure and assign responsibility for regular, systematic analysis of the subsequent academic performance of Dual Credit students.

2) Pathways: Explore moving from individual campus program pathways to statewide pathways in targeted areas.

3) General Education Outcomes: Maintain alignment by bringing educators from all sectors together in discipline-based groups.

4) ATLAS: Bring community colleges into the ATLAS network.

5) International Baccalaureate (IB): Align the IB scores with consistent credit at all 24 institutions.

6) Marketing and communication: Implement a comprehensive communication strategy to raise awareness of the both the academic preparation need for college and the attainability of post-secondary education. Specifically, improve specialized communication to high school, community college and OUS counselors and faculty, and make the information sought by students and parents (e.g., academic programs and financial aid)clear and readily accessible.

7) Implementation of the new HS diploma: Ensure the alignment of content standards and assessment of essential skills with post secondary expectations. Establish a means for tracking student success.

8) Review the effectiveness of student participation and completion strategies and ensure policy supports successful strategies.

2009-2011 Strategic Plan

1. Adopt common standards for Dual Credit programs in Oregon.

2. Adopt comprehensive career pathways.

3. Expand the ATLAS network to include the key degrees and programs offered by all universities and community colleges.

4. Implement a Marketing and Communication Plan, which promotes students' academic progress by including information on specific program articulation as well as the kinds of coursework at each level that will help students achieve their individual goals.

ALIGNMENT OF THE EDUCATION ENTERPRISE: JOINT BOARDS VISION AND PLAN (PLACEHOLDER)

ALIGNMENT OF THE EDUCATION ENTERPRISE:
JOINT BOARDS BUDGET PRINCIPLES (PLACEHOLDER)

APPENDIX A: SB342 Web Page

Senate Bill 342

About Senate Bill 342

To enhance student transitions among Oregon's education sectors, the Joint Boards asked Oregon's community colleges and Oregon University System (OUS) institutions to address the components of Senate Bill (SB) 342, which was signed into law by Governor Kulongoski on July 22, 2005. The bill directs Oregon's community colleges and OUS institutions to work together in coordinating more effective articulation and transfer statewide to ensure that postsecondary education needs of students are met without unnecessary duplication of courses. The bill did not include funding.

- **Senate Bill 342 Progress Report** 2008

    - AAOT Revision

        - Section (1)(2)(a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;

    - Pathways

        - Section (1)(2)(b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;

    - Outcomes Based General Education

        - Section (1)(2)(c) Develop an outcome based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;

        - More in News & Information

    - Transfer of 100/200 Level Courses

        - Section (1)(2)(d) Develop a seamless transfer of credits for all level 100 and 200 general education courses;

    - ATLAS

        - Section (1)(2)(e) Implement a statewide course applicability system that permits students and advisers to query and view online credit transfer options and conduct online degree auditing;

        - External Website: http://atlas.ous.edu

    - Advanced Placement

        - Section (1)(2)(f) Develop uniform standards for awarding college credit for advanced placement test scores;

        - AP Credit for Oregon?s Community Colleges and Universities

- o Expand Early College Programs

    - Section (1)(2)(g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.

[OUS Home] [OUS Contacts] [Site Map]

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APPENDIX B: Statewide Pathways Projects

Teacher Education Pathway

PARTNERS
65 members: 11 community colleges, Western Oregon Univ., OSU, PSU, U of O, Eastern Oregon U; some independent colleges. TSPC, ODE, OUS Chancellor's Office
8 member Steering Committee
CHAIR: Linda Samek; Corbin College   STAFF: Sue Boyanovsky, CCWD
(11 colleges: BMCC, Chemeketa, COCC, Clatsop, Clackamas, Lane, LBCC, MHCC, PCC, RCC, SOCC,)

SCOPE OF PROJECT/OUTCOME
1) Align two common education courses that can be offered at community colleges and transferred to a 4 yr teacher education program. Develop statewide Memorandum of Understanding.
2) Provide content course (general education) recommendations for elementary and secondary education teachers
3) Developed "How to Become an Oregon Teacher" advising publication and website.
4) Sponsored Teacher Education conference December 14, 2007 at WOU
5) Co-sponsor Corban College CTE Secondary Teacher Preparation Summit, May 8, 2007

Apprenticeship Pathway

PARTNERS
BOLI & community college apprenticeship coordinators: Chemeketa, Clackamas, LBCC, MHCC, LCC, BMCC, PCC, Clatsop, Rogue, Umpqua.
CHAIR: Marilyn Hart-Reed, Chemeketa   STAFF: Sue Boyanovsky, CCWD

SCOPE OF PROJECT/OUTCOME
1) Assure all community college apprenticeship courses are credit
2) Develop statewide certificate & degree pathways for electrical, industrial maintenance, & and building construction apprenticeship.
3) Align to OSTAC related training standards
4) Umbrella AAS degrees phased out by August 29, 2008

Pre-engineeringOregon Pre-Engineering and Applied Science (OPAS) Pathway

PARTNERS
Steering Committee includes reps from: PSU, CCWD, OSU, Intel, University of Oregon , OMSI, IBM , Software Association of Oregon, OIT, BMCC, several school districts, ODE, PCC, Saturday Academy, others.
DIRECTOR: Bruce Schafer, OUS/ETIC Industry Affairs   STAFF SUPPORT: Jo Oshiro, ETIC

SCOPE OF PROJECT/OUTCOME
1) Increase number of engineers. Promote engineering and applied sciences as viable careers. Align and articulate high school, community college, and university engineering courses (knowledge & skill sets)
2) Conducted OPAS Summit in 2005. Mini-summit held November 2006. Has developed Vision 2020 and strategies/goals.
3) Ongoing committee structure to implement goals and strategies; 4 subcommittees;
4) Career Pathways subcommittee currently working on Computer Science statewide certificate.

Manufacturing Engineering Technology Pathway

PARTNERS
Chemeketa, LBCC, MHCC, SOCC, Rogue, COCC, Clackamas, PCC, UCC, OIT.
<u>LEAD:</u> Fred Haynes, LBCC   <u>STAFF:</u> Sue Boyanovsky, CCWD

SCOPE OF PROJECT/OUTCOME
1) Develop statewide articulation and block credit transfer agreement in Manufacturing Engineering Technology into OIT
2) Align 100-200 level community college Manufacturing Engineering Tech and general education courses
3) Develop advising guides and roadmap for mfg. eng. Tech

Healthcare Pathway

PARTNER #1
Oregon Health Workforce Institute Board: Governor's office, Kaiser, Providence, CCWD, DHS, Oregon Council of Nursing, OIT, Office of Health Policy, OHSU.
Advisory Council of Educational Organization: OHCC, community colleges, Oregon Simulation Alliance.
<u>EXECUTIVE DIRECTOR:</u> David Goldberg

SCOPE OF PROJECT/OUTCOME
New institute to be an interface with healthcare industry to develop a work plan and prioritization of planning needs to meet workforce needs

PARTNER #2
CCHAP Action Plan
Director: Cyndi Andrews

SCOPE OF PROJECT/OUTCOME
Inter-college collaboration currently focused on LPN

PARTNER #3
Oregon Healthcare Workforce Partnership (DOLETA grant)
Currently, 10 colleges: Blue Mt., Central OR, Chemeketa Clatsop, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Southwestern OR, Tillamook Bay,
DIRECTOR: Gail Pincus

SCOPE OF PROJECT/OUTCOME
Developing healthcare education and training innovations that meet regional healthcare employer needs

APPENDIX C: Manufacturing Engineering Technology Articulation Agreement

MANUFACTURING-BASED TRADES, TECHNICAL AND ENGINEERING CAREERS

ARTICULATED EDUCATION PATHWAYS
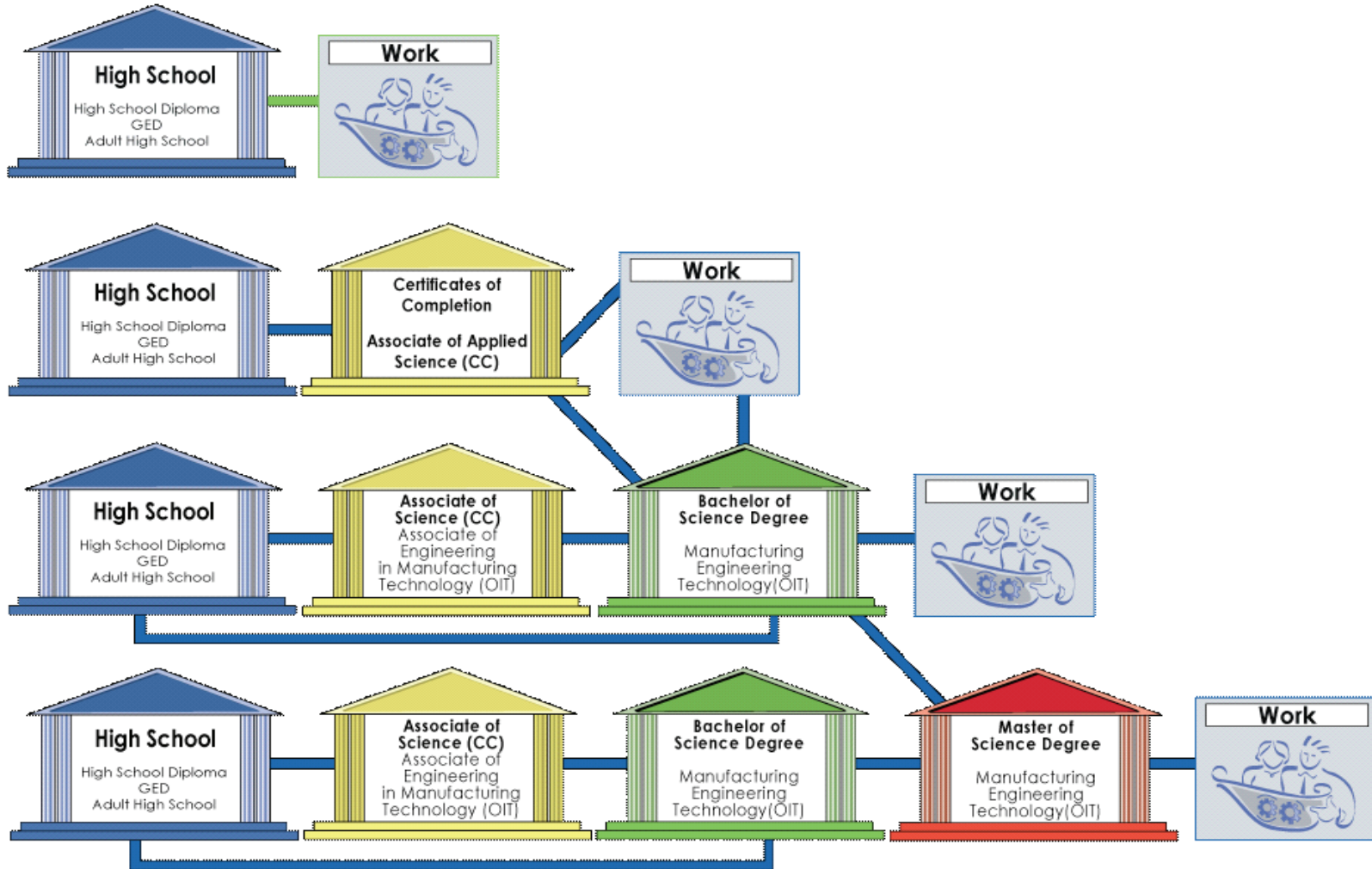
APPENDIX D: Draft: Elementary Teachers Gen Ed Courses

General Education Content Course Recommendations for

Prospective Early Childhood and Elementary Teachers

Intended for use by counselors and faculty in high schools, community colleges, and 4-year teacher preparation programs

February 18, 2008

For prospective early childhood and elementary teachers, the goal of general education is a broad preparation in content that will support successful classroom teaching in grades PreK through 8 and that provides the knowledge needed to pass the Multiple Subjects Exam required for early childhood and elementary teacher licensing in Oregon. The following recommendations for general education courses are made, noting that they are broad and in some cases ill-defined. Anyone desiring to teach at these levels should be in contact with academic advisors familiar with teacher preparation programs in the state. In some cases, institutions have more specific entrance requirements in some content areas than the recommendations found in this document. The total number of credits recommended for each subject area assumes that many individual courses carry 4 credits (quarter hours) and that the minimum for acceptable General Education courses is 3 credits.

Science

Recommended: Prospective early childhood/elementary teachers should complete at least 3 laboratory science courses, totaling at least 12 credits. These courses should cover topics typically taught in elementary schools with attention being given to Oregon Benchmarks and broad understanding of the field. For example:

- Life science—biology, botany, zoology

- Physical science—physics, chemistry, general physical science

- Earth/space science—geology, astronomy, earth science, environmental science

The preferred pattern would be at least one course in each of the 3 general science areas, <u>and</u> a sequence of 2-3 courses in at least one of the areas.

Math

Recommended: Prospective early childhood/elementary teachers should complete at least 3 mathematics courses, totaling at least 12 credits, to include a Math 211, 212, 213 type sequence that addresses:

Geometry, Probability and statistics, Number theory, Algebraic relationships, Measurement, and Concepts and principles of problem solving with a focus on applications.

If the 211, 212, 213 type sequence totals fewer than 12 hours, the additional hours of mathematics should be at the 100 level or above.

Social Sciences

Recommended: Prospective early childhood/elementary teachers should complete one broad foundational course, of at least 3 credits, from each of these five categories:

US History, World History/World Civilizations, Geography/Economics

Civics/Government/Political Science, General Psychology/Sociology/Anthropology

English Language Arts (Writing, Literature, Communication)

Recommended: Prospective early childhood/elementary teachers should complete at least 15 credits of coursework, including a 2-course writing sequence, **and** one broad foundational course from each of these categories:

American Literature, Non-American Literature, Public Speaking

Fine Arts

Recommended: Prospective early childhood/elementary teachers should complete at least 2 foundations or introductory courses (appreciation, history, etc.), that are not considered skills or application courses (drawing, painting, keyboarding, etc.) totaling at least 6 credits from these categories:

Music, Art, Drama/Theatre, Dance

PE/Health

Recommended: Prospective early childhood/elementary teachers should complete at least 2 courses, totaling 6 credits, of physical education and/or health courses that prepare prospective teachers to meet the goals expressed in:

The Oregon K-12 Physical Education Standards:

"The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, and knows the benefits from involvement in physical activity and its contributions to a healthy life."

The Oregon K-12 Health Standards:

"The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family, and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways."

Content/Skills Not Addressed

This document does not make specific course recommendations in the following areas:

Reading, Technology Literacy, Problem Solving, Collaborative Work Skills

These are considered skills that students should possess on leaving high school and are entrance requirements for college level work. Most components of these skills are addressed by the Oregon Diploma Requirements – Essential Skills. Recognizing that the level of development will vary widely across candidates, it is recommended that all lower division general education coursework support and enhance these skills. In addition, teacher preparation programs are generally designed to analyze and teach applications of these skills in appropriate coursework and field experiences.

APPENDIX E: ESTABLISHING CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES

Draft Statements

Below are draft statements that:
1. Describe the desired outcomes of study in each area of General Education,
2. Delineate the criteria for courses that are likely to be effective in producing these outcomes.

Speech / Oral Communication

OUTCOMES

As a result of taking General Education Speech/Oral Communication courses, a student should be able to engage in ethical communication processes that allow people to accomplish goals, respond to the needs of diverse audiences and contexts, and build and manage personal and community relationships.

CRITERIA

A course in Oral Communication should provide:
1. Instruction in fundamental communication theories.
2. Instruction and practice of appropriate oral communication techniques.
3. Instruction and practice in the listening process—including comprehending, interpreting, and critically evaluating communication.
4. Instruction and practice in adapting communication for the listener and communication contexts.
5. Instruction in the responsibilities of ethical communicators.
6. Instruction in the value and consequences of effective communication.

Writing

OUTCOMES

As a result of taking General Education Writing courses, a student should be able to read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences; use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.

CRITERIA

These criteria include some that explicitly address the classroom environment of the college-level writing course. Since writing in college develops intellectual as well as technical skills, students should engage the discourse community of the college, a place where writing emerges from inquiry and contributes to the further discussion of ideas. Learning to write in college involves addressing an audience of inquiring minds.

A course in Writing should:
1. Emphasize college-level readings that challenge students and invite them to think through complex ideas.
2. Create a classroom environment that fosters respectful free exchange of ideas.
3. Use guided discussion for students to consider and respond to the ideas of others.
4. Develop the ability to respond in writing to ideas generated by reading and discussion.
5. Require a significant and substantial amount of formal and informal writing.
6. Emphasize writing as a process which contributes to complete, polished texts.
7. Encourage the discovery and use of forms and conventions appropriate to audience needs and rhetorical situations.
8. Encourage self-reflection and analysis of own work.

9. Provide opportunities to offer and respond to comments and critiques on written drafts.
10. Develop skills of editing and revision to craft clear and effective writing.
11. Teach organization, reasoning, style, and conventions in relation to students' purposes and in response to their writing.
12. Engage appropriate technologies in the service of writing and learning.

Mathematics

OUTCOMES

As a result of taking General Education Mathematics courses, a student should be able to use mathematics to solve problems. A student should also be able to recognize when mathematics is applicable to a scenario, apply appropriate mathematics in its solution, accurately interpret and communicate the results.

CRITERIA

A collegiate level mathematics course should require students to:
1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Choose from a variety of mathematical tools to determine the best method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to others.
6. Use mathematical terminology and notation appropriately and correctly.

Arts & Letters

OUTCOMES

As a result of A General Education Arts and Letters courses, a student should be able to:
1. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.
   'Arts and Letters' refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.

CRITERIA

A course in Arts & Letters should:
1. Provide grounding in theory THAT informs application and practice of the discipline.
2. Elicit analytical and critical responses to historical and/or cultural artifacts, including literature, music, visual and performing arts.
3. Actively explore conventions and techniques of significant forms of human expression.
4. Place the discipline in historical and cultural context, and demonstrate its relationship with other areas.

Each course should also do at least one of the following:
- Foster creative individual expression with analysis, synthesis, and critical evaluation, or
- Compare/contrast attitudes and values of specific eras or world cultures, or
- Introduce and apply established ethical traditions as a tool for resolving ethical dilemmas.

Social Sciences

OUTCOMES

As a result of taking General Education Social Science courses, a student should be able to:
1. Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior

2. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

CRITERIA

A course in Social Sciences should be broad in scope. Courses may focus on specialized subjects; however, there must be substantial course content locating the subject in the broader context of the discipline. Approved courses will provide:

1. An understanding of the structures and processes of social institutions and individual behavior as part of social interaction.
2. Perspectives on the evolution of theories and concepts utilized in the discipline.
3. A presentation of basic methods of inquiry in the discipline, including limitations and understanding of the distinction between normative and empirical analysis.
4. Information literacy in the discipline (the ability to critically analyze, synthesize and evaluate various forms of information).
5. Understanding of the diversity of human experience and thought, individually and collectively.
6. An opportunity for students to apply course knowledge and skills to their personal, social or professional lives.

Science, Computer Science, Math

OUTCOMES

As a result of taking General Education Science, Computer Science, Math courses, a student should be able to:

1. Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
2. Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further questions confidently, creatively, and joyfully.

CRITERIA

A course in Science/Computer Science/Math should:

1. Require students to apply scientific/mathematical knowledge and skills, and reason from evidence to solve problems.
2. Demonstrate interrelationships or connections with other subject areas.
3. Examine the fundamental concepts and theories in physical and biological sciences, mathematics, and/or computer science.
4. Engage students in gathering, reading, comprehending, and communicating scientific and/or technical information.
5. Use scientific, mathematical, or computer science approaches to develop critical, analytical thinking that includes synthesis, evaluation and creative insight.
6. Develop understanding of mathematical reasoning and/or the process of science through collaborative, hands-on, real-life, and/or laboratory applications.
7. Science courses shall provide scientific tools to evaluate the interactions of science with society and environment.
8. Science courses shall examine the development, limitations, and value of scientific methods, models and theories.
9. Laboratory courses in the biological or physical sciences shall provide examples of how scientific theories develop through confrontation of theory with experiment or observation.
10. Courses in computer science shall engage students in the design of algorithms and their translation into computer programs that solve problems related to science or other areas of human endeavor.

(These criteria are designed to mesh with the current Associate of Arts/Oregon Transfer Degree, which requires a minimum of fifteen credits in Science/Math/Computer Science including three laboratory courses of at least twelve credits in the biological or physical sciences.)
Thank you very much for your continued interest and participation in this work.

–Joint Boards Articulation Commission

APPENDIX F: Oregon Transfer Module

*Adopted by Joint Boards of Education (Oregon Board of Education and
Oregon Board of Higher Education) February 3, 2005*

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AAOT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

Foundational Skills
- *Writing:* Two courses of college-level composition.
- *Oral Communication:* One course of fundamentals of speech or communication.
- *Mathematics:* One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

Introduction to Disciplines
- *Arts and Letters:* Three courses.
- *Social Sciences:* Three courses.
- *Science/Math/Computer Science:* Three courses, including at least one biological or physical science with a lab.

Electives
- As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.

2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.

3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (http://cs.bmcc.cc.or.us/occc/).

4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.

6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

APPENDIX G: ATLAS 2008 PROGRESS REPORT ADDENDUM

Progress: The 2007 legislature funded the continuation of ATLAS to facilitate transfer and course planning for students across Oregon. This funding allowed for the completion of ATLAS programming so that the National CAS (Course Applicability System) software, which powers ATLAS, would work properly with the Banner systems used at OUS institutions. The funding also allows campuses to add programs, partners, and features to ATLAS throughout the biennium.

By the end of January 2008, all OUS campuses have ATLAS running, although not all campuses provide the same functions. All allow students to set up an account, import unofficial transcripts into that account, and compare one-to-one course articulations. Most also have their most popular majors and transfer partners built in to the system, allowing students to conduct degree audits and plan future course work.

ATLAS development slowed during January due to the release of a new version of the National CAS software. The ATLAS project team worked with OSU programmers to install and test the new version. This task was completed on January 26th. The system is again available for student use, and work at the campuses is continuing.

The current phase of ATLAS implementation includes efforts to bring in several community colleges at a modest level. Planned features for these community colleges consist of course banks, links to important admission and financial-aid information, and the ability to export transcript information to OUS schools. These features will make it much simpler for community college students to learn about course transferability and requirements for programs at the OUS campuses they are interested in attending. Klamath Falls and Rogue Community Colleges have these features, and Chemeketa is testing the transcript interface. The initial goal is to get between seven and 10 community colleges set up in ATLAS at this preliminary level by June 30, 2008. Mount Hood Community College has plans to move beyond these minimal features during the current biennium.

Next Steps: OUS efforts for the next year and a half now move back to the campuses. Additional majors and trading partners need to be added to the system, and features that are available in CAS but not yet implemented need to be added. While each campus has individual goals for completion, by the end of the biennium every campus plans to have all majors and at least primary transfer partners available. Campuses have been encouraged to include AP exam articulation, and many plan to incorporate out-of-state trading partners as well.

The ATLAS project team will focus next on support for those community colleges interested in early implementation, and promoting ATLAS to students and advisors. Early implementation at some community colleges has the additional advantage of providing early training of campus advisors; the community colleges that are currently participating in ATLAS will create a powerful tool for their students who plan to transfer to OUS institutions.

In addition, the Department of Community Colleges and Workforce Development (CCWD) is planning a policy option package for the 2009-11 biennium to add full ATLAS functionality at all of Oregon's 17 community colleges. The OUS team is working with CCWD to determine funding needs for this implementation as part of "ATLAS, Phase II."

APPENDIX H: IDTS 2008 PROGRESS REPORT

Integrated Data Transfer System (IDTS) 2007-2008 Progress Report

Goal: *To connect the technologies used by K-12 institutions and colleges so that transcripts can be transferred electronically.*

IDTS connects colleges through an existing national network that uses a common file format called EDI. High schools in Oregon do not use the same data coding, nor do they use common student information systems. IDTS allows the most commonly used high school systems in the state to send electronic transcript information, and converts it to EDI so that colleges can receive it.

Progres: IDTS can be divided into four components, each with its own timeline and progress report:

High School Transcript Extract: The IDTS team has identified the four most common high-school student information systems and has been working with these systems to provide access to electronic transcripts for the majority of Oregon's high school students. Full implementation of these four systems will cover approximately 80% of all high school students.

As of January 2008, one of the four selected systems is fully operational; the other three are in various stages of development and testing. IDTS has been used to send more than 2500 transcripts, and more than 60 high schools have one or more counselors/staff trained to use the system (out of roughly 300 pubic high schools in the state). These 60 schools include many of the Oregon's largest, so provide e-transcript access to nearly 40% of the state's student population.

Transcript Conversion: The IDTS team has worked to coordinate with the Oregon Department of Education to ensure that IDTS is compatible with ODE's KIDS (K-16 Integrated Data System) project. KIDS allows the transfer of electronic data "horizontally" among K-12 institutions, while IDTS allows transfer of a subset of the same data "vertically" to colleges. This means, though, that high schools are sending data in a format that is not typically used by colleges, and which must be translated into a format they can use. OUS, through IT support from OSU, has built the translation mechanism for this to occur.

For the IDTS process to work, it was also important to get all campuses, including Oregon's 17 community colleges, added to the national system for exchanging transcripts using the EDI format. At present all 24 public institutions in Oregon can both send and receive transcripts using EDI, and efforts are underway to ensure universal exchange capabilities among all institutions.

Traditional high school transcript information is now available through the IDTS translation mechanism. All seven OUS institutions, as well as the OSU-Cascades campus, have successfully received high school transcripts. Discussions are underway with community colleges to determine the best way to add high school transcript capabilities.

High School Transcript Database: IDTS has the capacity to not only move transcript data electronically, but also to create automated analyses for various decisions. Admission and other competitive decisions (e.g., scholarships) can be laborious, and are complicated by the variability of paper transcripts from high schools. To create a simpler system, OUS is housing the transcript data in a single database and creating various reports to assist decision makers.

A prototype of this database contains all the transcript data sent so far. This data is not yet available to campuses, who currently rely only on the EDI print capabilities to receive transcripts. While EDI, by itself, has created a standardized high-school transcript format and streamlined procedures, IDTS can simplify admissions and other reports by pulling out specifically requested information, such as cumulative GPA.

An important and unique aspect of IDTS is the ability to link this database to the already existing Course Approval database that high schools use to report college-prep curriculum to OUS. IDTS can allow an automated calculation of subject-area requirements for most students. This and several other features are currently in test mode, but should be available to campuses beginning summer 2008.

High School Feedback: For more than 20 years, OUS has provided student-performance feedback to high schools. This data has been relatively limited, and does not currently provide any information about performance at the community-college level. A major goal of IDTS is to provide a more comprehensive look at college preparation and success. The IDTS team has conducted several focus groups with high school staff and stakeholders to determine what level of data detail is useful. These sessions have resulted in a preliminary list of probable data reports.

The significant time lag from transcript implementation to student admission to subsequent student performance has presented an ongoing challenge for the IDTS team. To help solve this problem, the team has arranged for a data exchange with ODE to provide a more complete and immediate data sample and student preparation. An institutional research position to conduct data synthesis and analysis has been publicly posted but, as of January 2008, has not yet been filled.

Next Steps
High School Transcript Extract:
- Continue to encourage trained schools to use IDTS as their primary transcript method
- Continue quality assurance processes to monitor and ensure accuracy of student data
- Add Bend-LaPine SD and NW Regional ESD to the operational IDTS system (this adds over 20 high schools)
- Finish development and testing with remaining student information system partners
- Plan training for added system partner schools
- Develop Policy Option Package to connect KIDS data warehouses and IDTS to pick up remaining ~20% of Oregon schools for the 09-11 biennium.

Transcript Conversion:
- Develop translations for additional coding formats, allowing connections to other national high school vendors
- Complete connection of all public colleges using EDI transcript exchange
- Add as many community colleges to the high school component of IDTS as is mutually desirable

High School Transcript Database:
- Complete database development and testing
- Create and field test reports and functions
- Finish Course Approval cleanup process and complete database connections
- Program automated import processes for select data into college student information systems

High School Feedback:
- Hire data analyst to produce feedback reports
- Develop processes for centralized reporting of high school data for research and reporting
- Field test preliminary reports with high school partners
- Connect OUS (and community college) data to statewide "data quality" grant and staff-development efforts

APPENDIX I: Advanced Placement Credit Awards

Advanced Placement credit awards that have been agreed to by t all Oregon community colleges and Oregon University System institutions.

	AP Exam Taken	Exam Score	Credit Awarded
English	English Language & Composition	3+	3/4
	English Literature & Composition	3+	3/4
	Environmental Science	3+	4
Foreign Language	French Language	3+	12
	French Literature	3+	4
	German Language	3+	12
	Latin Vergil	3+	12
	Latin Literature	3+	4
	Spanish Language	3+	12
	Spanish Literature	3+	4
Social Science	Government (Comparative)	4+	3/4
	Government (U.S.)	4+	3/4
	History (European)	3+	6/8
	History (U.S.)	3+	6/8
	Human Geography	3+	4
	Macro Economics	3+	4
	Micro Economics	3+	4
	Psychology	3+	4
Science & Mathematics	Biology	4+	12
	Calculus AB	3 4+	4 8
	Calculus BC	3 4+	8 12
	Chemistry	4+	12/15
	Computer Science A	4+	4
	Computer Science AB	3 4+	4 8
	Physics B	4+	12/15
	Physics C- Electricity & Magnetism	4+	4
	Physics C - Mechanics	4+	4
	Statistics	4+	4
Humanities	History - World	3+	6/8
	Art – History	4+	8
	Art – Studio	4+	4
	Music Theory	4+	8