PROGRESS REPORT

SENATE BILL 342

NOVEMBER 2006

OREGON DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

Oregon University System

FOREWORD

Over the past 15 months, the Joint Boards has actively led initiatives to improve the educational enterprise for the benefit of Oregon's students. One of the fundamental responsibilities of this group was to respond to the Legislature's call, in Senate Bill 342 (SB 342), for postsecondary education sectors to cooperate regarding particular alignment initiatives. In addition, Senate Bill 342 requires the Joint Boards to report progress in the 2007 and 2009 legislative sessions. The following progress report on our response to SB 342 reflects the current work of many stakeholders from Oregon's community colleges and public universities, ably shepherded by the Unified Educational Enterprise (UEE) subcommittee of the Joint Boards. We are on track to accomplish much of what SB 342 requested, even without extra resources dedicated to this work.

In addition to providing oversight for SB 342, the Joint Boards, through its subcommittees, has created a framework for all of the alignment work that is underway or contemplated. In particular, the UEE subcommittee analyzed the current educational enterprise alignment and identified gaps within it, and the Budget Work Group proposed the budgetary framework that is the essential accompaniment to the Joint Boards' vision for Oregon education in 2025. This ongoing work of the Joint Boards subcommittees, summarized in policy papers that follow the SB 342 Progress Report, outlines the next steps that are required to keep Oregon and its citizens competitive. The Joint Boards of Education will work with its subcommittees and other stakeholder groups to revise, advance, and approve these identified steps which are critical for the future of Oregon's students.

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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 postsecondary education needs of students are met without unnecessary duplication of courses. The bill did not include funding.

The first public discussion of an approach to SB 342's requirements was at the September 2005 meeting of the Joint Boards' Unified Educational Enterprise (UEE) subcommittee. Procedures for accomplishing the bill's directives were drafted, and summarized in process maps. These maps included timelines, stakeholder review groups, and the identities of those responsible for action. They were reviewed and modified by the OUS Provosts' Council and the community college Council of Instructional Administrators at their joint meeting on October 6, 2005. The resulting plans were shared with the Excellence in Delivery and Productivity (EDP) Working Group of the State Board of Higher Education. The EDP Working Group invited Senator Kurt Schrader, one of the sponsors of SB 342, to its January 5, 2006 meeting to review the plans and the work that had been initiated. Senator Schrader responded positively, indicating that the response was in line with the intent of the bill.

The following summary outlines the responses that were originally identified, the groups that were asked to provide leadership, and the progress to date:

AAOT Revision

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

Leadership: The Joint Boards Articulation Commission (JBAC) was the natural lead for this item, since it developed the original AA/OT degree, and was instrumental in designing the Oregon Transfer Module (OTM) which saw implementation in fall 2005.

Progress to date: JBAC is holding campus conversations at all community college and OUS campuses to review the intent of the AA/OT degree, to determine how it is currently used, and to solicit faculty recommendations for change.

Pathways

Response: Clarify appropriate career pathways in areas where Oregon's need is high. Teacher Preparation, Engineering, and Healthcare had already been identified as high-need areas, and the EDP Working Group sought input for others. As a result, the area of Apprenticeships was added.

Leadership: An existing statewide career pathways steering committee was actively engaged in this work, and was asked to continue.

Progress to date: Groups in all 4 of these key areas have established statewide collaborations to remove roadblocks and increase the quality of students' career preparation. Implementation of the improvements is underway and will continue through fall 2008.

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.

Leadership: Widely regarded as the most challenging of the items in Senate Bill 342, it was also viewed as having the potential for great positive impact on all aspects of statewide transfer. JBAC accepted the charge to work with faculty statewide to arrive at the desired understanding.

Progress to date: Faculty in cross-sector disciplinary groups have drafted outcomes and criteria in each of the 6 areas that make up General Education within the AA/OT degree. At present (Fall Term 2006), the drafts are being discussed by the full faculty on each OUS and community college campus, and JBAC is collecting suggestions for revision.

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.

Leadership: JBAC is facilitating OTM implementation and agreed to assist if unanticipated problems in transferring 100/200-level courses are encountered.

Progress to date: The OTM is now offered by all 24 public colleges and universities, and the coursework that counts toward it on each campus is posted on each campus website. In addition, the development of ATLAS, the expansion of dual-enrollment agreements, and the improved framework for transfer of General Education courses contribute to progress on this item.

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 students contemplating transfer. It was clear, however, that full implementation of such an Articulated Transfer Linked Audit System (ATLAS) would require more funding than was available. Therefore, campuses were asked to focus 2005-07 efforts on preparing for ATLAS by refining or establishing their local Degree Audit systems.

Leadership: The OUS Chancellor's Office has taken the lead in the first phase of the ATLAS project: making the linked system fully functional for all OUS institutions, and accessible by students at community colleges.

Progress to date: The OUS Chancellor's Office invested its own funds in early 2006 to set up the ATLAS infrastructure and get priority degrees programmed. The first phase of ATLAS implementation (at OUS institutions) is expected to be complete in 2007. New funding will be required for statewide implementation.

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.

Leadership: 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 has been completed. Consensus on the AP score/credit relationships for each of the 33 AP exams was reached at all community colleges and OUS institutions. Formal approval is expected at all campuses by November 2006. Statewide implementation of the new system for awarding AP credit is expected to begin in fall 2007.

Expand Early College Programs

Response: This item was addressed by other 2005 legislation, Senate Bill 300, which requires the Oregon Department of Education to implement early college programs at all high schools.

Leadership: Implementation of SB 300 is being monitored by the oversight committee that developed the bill. Updates and progress are shared with the EDP Working Group to ensure that it also satisfies the intent of SB 342.

Progress to date: The rules for offering new early college programs in all districts have been created and implementation is underway.

73rd OREGON LEGISLATIVE ASSEMBLY--2005 Regular Session

Senate Bill 342 (Enrolled)

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 (AA/OT) with the Oregon Transfer Module (OTM) and align community college AA/OT degrees so that they are mutually transferable. Coordinate conversations with Oregon University System (OUS) and community college faculty to ensure the AA/OT provides the best foundation for transfer student success.*
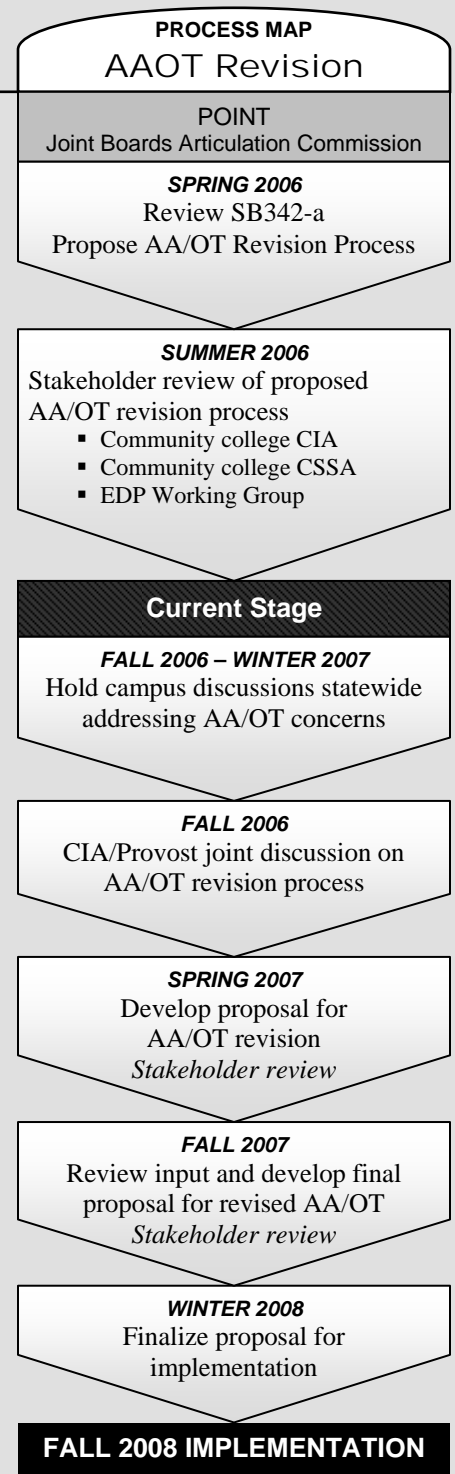
Progress: A plan for the revision process was initiated in July 2006, at the Council of Instructional Administrators' Retreat. The Joint Boards Articulation Commission (JBAC) is encouraging conversation at all community college and OUS campuses to review the intent of the AA/OT degree and to solicit ideas for improving it.

Next Steps:

- JBAC will clarify what the AA/OT can and cannot guarantee. For example, although the AA/OT grants junior standing *for registration purposes* at a receiving institution, it does not give students junior standing in their majors. The distinction between guarantees for General Education credit and for advancement in a major is not widely understood, and is currently a source of confusion for students.

- JBAC is in the process of collecting direct feedback from institutions that award and receive the current AA/OT, preparing JBAC to propose appropriate changes. This feed-back may reveal the need for additional clarification, which JBAC will provide.

- The community college Council of Instructional Administrators (CIA) and the OUS Provosts' Council will discuss the AA/OT revision process at a joint meeting in November 2006;;

- JBAC will clarify and propose revision of the AA/OT, based on feedback from campuses and recommendations from the CIA and Provosts' Council.

Funding Required
A policy package for General Education alignment addresses AA/OT revision and maintenance. See page 9 for a full description.

PROCESS MAP
AAOT Revision

POINT
Joint Boards Articulation Commission

SPRING 2006
Review SB342-a
Propose AA/OT Revision Process

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

Current Stage

FALL 2006 – WINTER 2007
Hold campus discussions statewide addressing AA/OT concerns

FALL 2006
CIA/Provost joint discussion on AA/OT revision process

SPRING 2007
Develop proposal for AA/OT revision
Stakeholder review

FALL 2007
Review input and develop final proposal for revised AA/OT
Stakeholder review

WINTER 2008
Finalize proposal for implementation

FALL 2008 IMPLEMENTATION

Sample Concerns with the current AA/OT

- The AA/OT does not articulate well with majors that are credit heavy at the lower division (e.g. engineering, basic sciences, or fine and performing arts).

- No two community colleges in Oregon have AA/OT degrees that are exactly alike.

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 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.
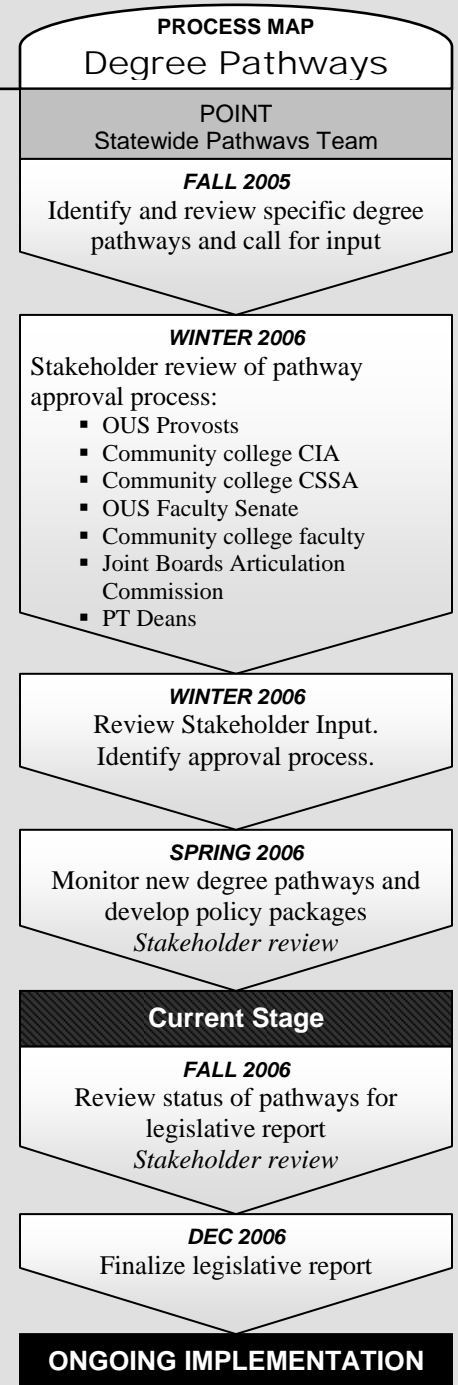
ENGINEERING

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:

> 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.

One of several OPAS subcommittees is focusing on system-wide alignment, coordination, and engineering pathways. As a first step, the committee is reviewing engineering education data and developing a comprehensive statewide manufacturing engineering technology pathway. The pathway will link all three education sectors, align manufacturing engineering technology course outcomes, and include advising materials for students, parents, and school staff.

Next Steps: The OPAS Initiative has developed a proposal that is part of the OUS Main Policy Package that will implement the first phase of the OPAS strategies during the next biennium.

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 2006
Monitor new degree pathways and develop policy packages
Stakeholder review

Current Stage

FALL 2006
Review status of pathways for legislative report
Stakeholder review

DEC 2006
Finalize legislative report

ONGOING IMPLEMENTATION

TEACHER EDUCATION

Several efforts aim to improve teacher preparation – particularly through better alignment of core coursework and assistance to students in navigating the paths to becoming an Oregon teacher. Beginning in 2005, Education Pathways for Teachers (a statewide 65+ member consortium composed 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)) set out to systematically align Oregon's teacher preparation programs and improve paths into teaching careers. With an eye on student preparation, increased student diversity, and seamless transfer of credit between community colleges and four-year teacher preparation programs, consortium members continue to 1) align two identified common education transfer courses that will have reciprocity at any community college or 4-year teacher education program, 2) provide general education content area recommendations that support rigorous preparation of elementary and secondary teachers, 3) develop comprehensive advising (web-based and paper) materials, and 4) plan and implement an annual teacher preparation conference in December.

Next Steps: OUS policy option package and base funding requests 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. ODE's policy option package targets 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.

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.

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: Faculty groups were assembled in each of the 6 General Education areas within the current AA/OT degree: Writing, Oral Communication, Mathematics, Arts and Letters, Social Science, and Science. The 12-member faculty groups, which include representatives from OUS institutions, community colleges, and private colleges and universities, met in February and April 2006 to draft statements of the outcomes we desire for students in each of the General Education areas, and to delineate general criteria for courses that are likely to be effective in those areas. The drafts are posted on the web for informal public scrutiny and comment:
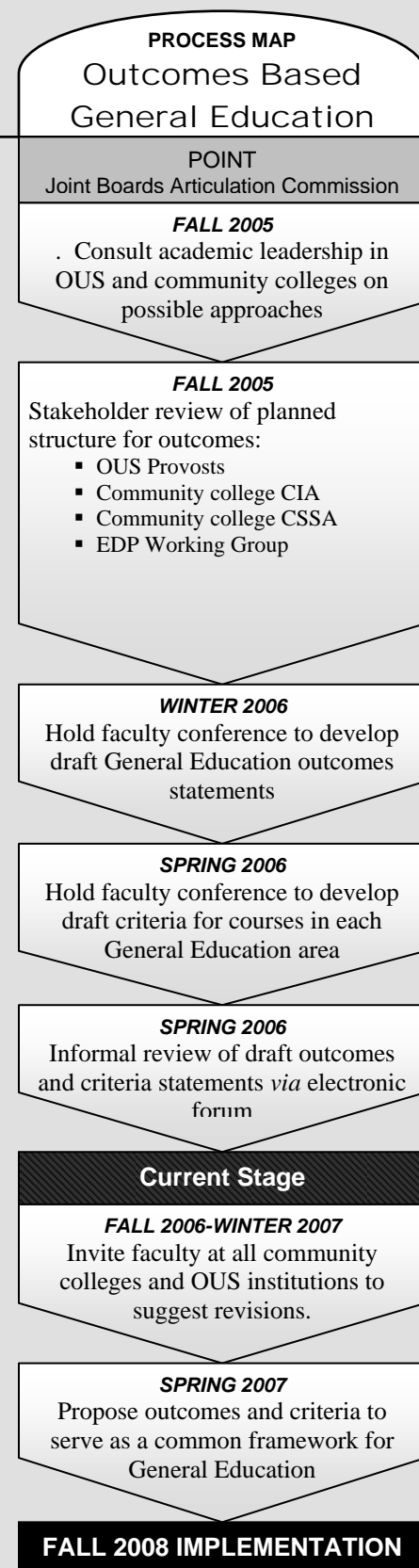http://www.ous.edu/news_and_information/forums.php

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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 drafts are being formally discussed at public meetings of faculty on each OUS and community college campus. The Joint Boards Articulation Commission is facilitating these discussions, collecting feedback, and organizing a recursive discussion/revision process to achieve agreement. When faculty in the relevant disciplines are satisfied with the statements, they will be brought to Joint Boards for statewide adoption.

Funding Required
A policy option package has been brought forward to continue this work, and put the General Education outcomes and criteria to practical use. A similar approach, based on advice from cross-sector faculty groups, will help us meet other challenges, such as the alignment between high school and first year college 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 2006
Informal review of draft outcomes and criteria statements *via* electronic forum

Current Stage

FALL 2006-WINTER 2007
Invite faculty at all community colleges and OUS institutions to suggest revisions.

SPRING 2007
Propose outcomes and criteria to serve as a common framework for General Education

FALL 2008 IMPLEMENTATION

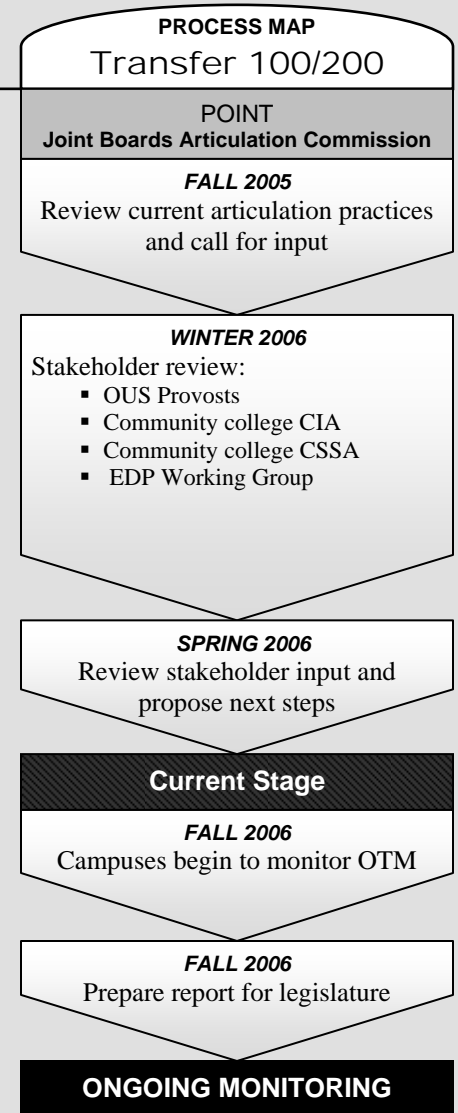See **Appendix C** for the draft general education outcomes and criteria.

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: Because there are multiple reasons for credit not transferring, several approaches to this problem are being explored simultaneously. Of specific note:

- The development of the Oregon Transfer Module (OTM) will ease transfer at the 100/200 level for all students by creating a first year core of transferable general education.

- The Articulated Transfer Linked Audit System (ATLAS) will offer students an online advising solution to view how courses transfer to all OUS institutions.

- 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.

- The criteria for General Education courses 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

Current Stage

FALL 2006
Campuses begin to monitor OTM

FALL 2006
Prepare report for legislature

ONGOING MONITORING

Oregon Transfer Module Implementation Update

The Oregon Transfer Module (OTM) has been 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 Chancellor's Office made an initial investment in early 2006 to set up the ATLAS system infrastructure and get priority degrees programmed. Each OUS campus has developed plans for implementation, supported by the ATLAS project team. Most campuses have focused initially on automation of coursework transfer that is currently handled through binary institutional agreements.
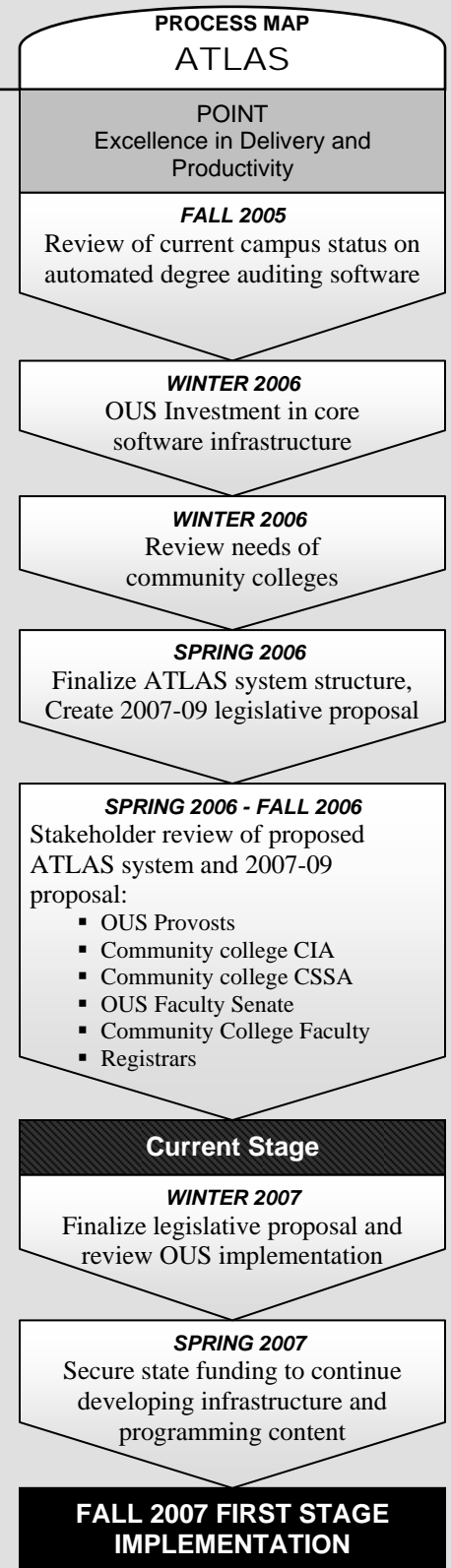

ATLAS will be active within OUS in fall 2007.
Community colleges will join ATLAS as funds
become available.

Next Steps: There is an OUS policy package that supports continued development of the degree audit framework that powers ATLAS at all OUS institutions. The first stage of ATLAS implementation at OUS institutions is expected to be complete in 2007. After implementation a training and marketing campaign will begin to effectively train high school and college advisors on how to use the system.

Long Term Steps:
For ATLAS to remain a valuable tool for students, campuses will need to plan for long term sustainability, including:
- Identify funding for recurring maintenance costs
- Allocate staff time and develop maintenance and improvement processes
- Sustain communication among campus stakeholders
- Plan central website for posting of curricular changes statewide

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

Current Stage

WINTER 2007
Finalize legislative proposal and review OUS implementation

SPRING 2007
Secure state funding to continue developing infrastructure and programming content

FALL 2007 FIRST STAGE IMPLEMENTATION

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: Representatives from the Oregon University System (OUS) and from Community Colleges and Workforce Development (CCWD) compiled current practice at public colleges and universities in Oregon, California, and Washington in awarding credit for AP exam performance in 33 subjects. These data, combined with recommendations from the College Board, were used to propose a standard amount of credit to be awarded for each exam score. The 24 OUS and Community College campuses were asked to consider this proposal, revise it as needed, and come to agreement.

OUS and CCWD staff met with faculty and administrators at several campuses to resolve significant discrepancies resulting from variations in course content, credit awards, and other curricular differences among institutions. Challenges included:

- Accurately aligning the content measured by AP tests with appropriate college coursework;
- Determining the minimum AP exam score for awarding college credit.

Nonetheless, consensus on AP score/credit relationships at all community colleges and OUS institutions for all 33 Advanced Placement exams has been reached.

Next Steps: Statewide alignment work is complete. Campuses are approving the standard AP credit awards through their official processes. Implementation of the new scores will begin statewide in fall 2007. Marketing is needed to communicate the new system to advisors, students, teachers, 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

Current Stage

FALL 2006
All community college and OUS campuses formally approve proposed AP scores

FALL 2006
Final report to joint boards and Unified Education Enterprise

FALL 2007 IMPLEMENTATION

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.
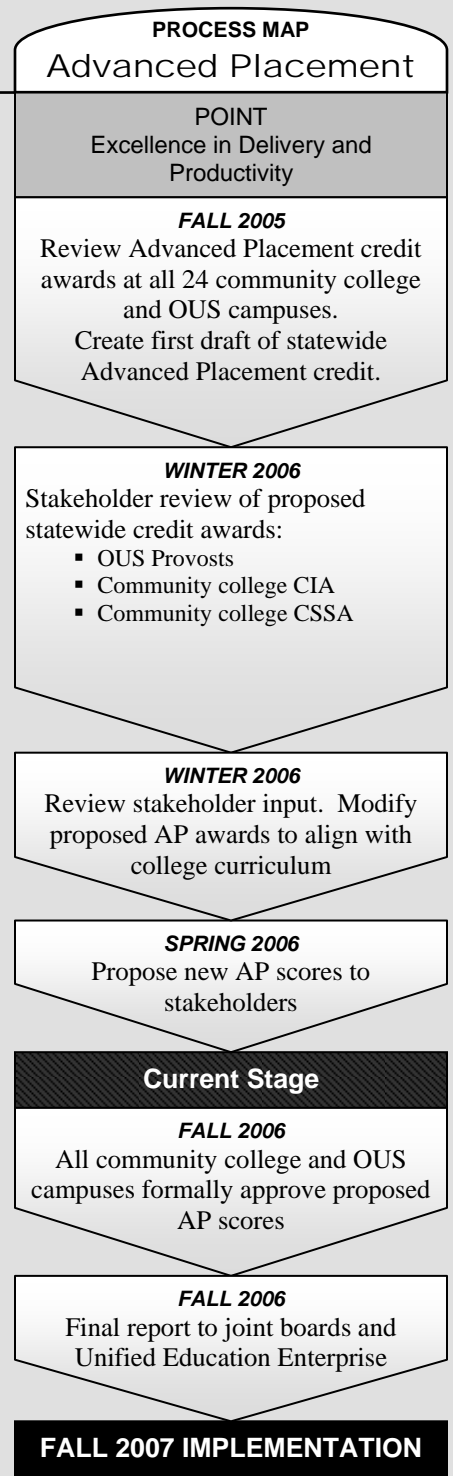
See **Appendix B** for the statewide Advanced Placement credit awards.

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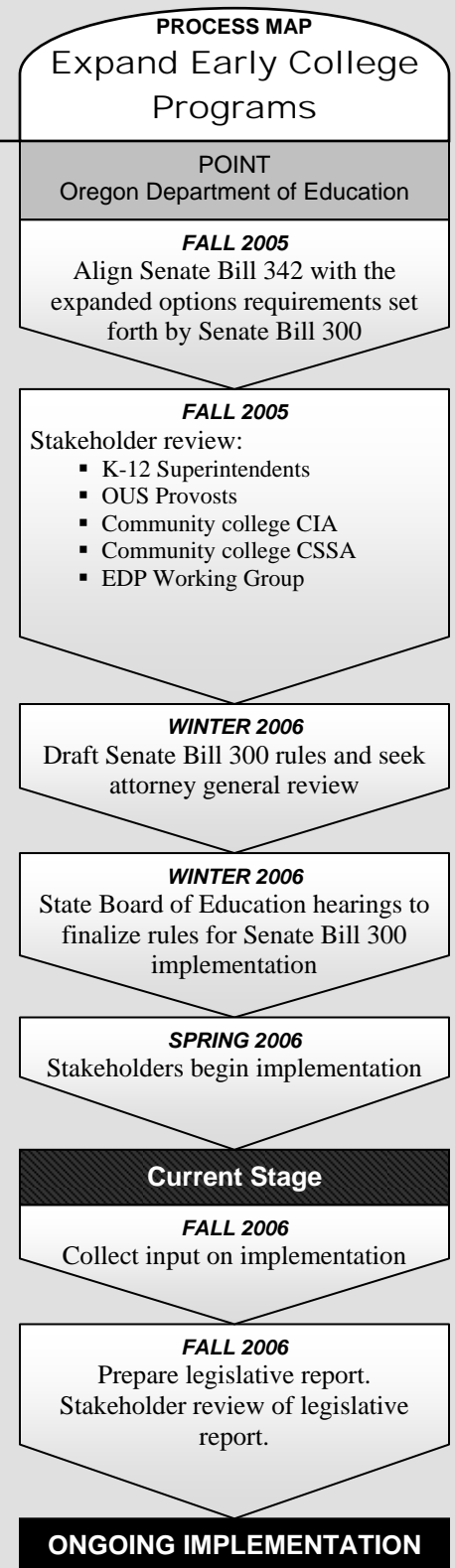
Goal: *Identify a statewide postsecondary program for acceleration.*

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 pre-maturely.

Progress: The rules for the implementation of new early college programs in all districts have been created, and implementation is underway. The Department of Education has partnered with postsecondary institutions to make sure systems are in place to accept, enroll, and provide services to students in high schools. Postsecondary institutions have been asked to report fall 2006 high school student enrollment in Expanded Options. This fall report will be used to compare the spring 2007 report by high schools of Expanded Options course completion and the number of college credits earned by high school students.

There is a marketing component to make sure all high school students are aware of the opportunity to obtain college credit while in high school.

Next Steps: The many options available to high schools for early college programs can be confusing. It is also difficult for schools to balance the needs of the majority of high school students with the specialized needs of the subgroup that desires acceleration. The Department of Education, CCWD and OUS plan to provide training and marketing on how to use the Oregon Transfer Module as one framework for accelerated learning where appropriate. Planning has begun to address and remedy the technical issues that have complicated Expanded Options implementation.

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

FALL 2005
Stakeholder review:
- K-12 Superintendents
- OUS Provosts
- Community college CIA
- Community college CSSA
- EDP Working Group

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

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

SPRING 2006
Stakeholders begin implementation

Current Stage

FALL 2006
Collect input on implementation

FALL 2006
Prepare legislative report. Stakeholder review of legislative report.

ONGOING IMPLEMENTATION

Policy Paper on Ensuring Systems Alignment

From the Unified Educational Enterprise (UEE) Joint Boards subcommittee
January 8, 2006

Alignment and especially PreK-16 implies an education system that integrates a student's education from kindergarten through a four-year college degree and beyond. Although PreK-16 alignment tends to focus on transitions to college, our definition of alignment includes student transition to the work force and to all post high school options. In essence, students will need to have the skills necessary to be successful within K-12 and be prepared for the rigors and demands of both college and the work place.

One of the key goals of a PreK-16 system is to streamline and clarify the array of high school examinations, and college entrance and placement procedures into a logical, understandable process. Another goal is to make it easier for high school students to enroll in college courses prior to graduation and to ensure that these courses count towards college credit. This will help eliminated unnecessary repetition of courses and assessments. Such a system will also account for the student's ability to demonstrate proficiency through a variety of methods including traditional assessments, course completion, proficiency-based assessments and credits, and other viable means. Agreeing on a common set of standards that describe what students should know and be able to do at all levels, aligning those standards, and providing students with accurate and reliable information as they prepare to transition to their next steps will help remove artificial barriers that hamper student success and access to further education and training.

This paper provides a common definition for PK-20 system alignment and integration. Assumptions and principles for an aligned system are provided including key elements and components of alignment. The primary purpose is to identify the components needed by the system to give it the coherence it needs to foster greater alignment and facilitate a smooth transition for all students.

KEY ASSUMPTIONS OF AN ALIGNED EDUCATION ENTERPRISE

- Core set of knowledge and skills representing a continuum of proficiency for post secondary education and work force preparation

- Clarity and transparency of learning systems and student options and opportunities

- Multiple pathways that lead to student preparation to pursue further education, training, and entrance into the work place

- Common assessments and placement requirements across all PreK-16 institutions

- Proficiency is agreed upon and accepted by all PreK-16 partners as an appropriate measure of student achievement.

- Multiple methods and pathways to demonstration of student proficiency are accepted by PreK-16 partners

- A "Profile of Proficiency" that illustrates student learning and achievement is the basis of entrance and placement decisions.

Policy Paper on Ensuring Systems Alignment

From the Unified Educational Enterprise (UEE) Joint Boards subcommittee
January 8, 2006

KEY ELEMENTS/COMPONENTS OF AN
ALIGNED EDUCATION ENTERPRISE

- Standards-based education system based on agreed- upon common core proficiencies with rigorous standards and learning outcomes for all students PreK-16

- Clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities

- Clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders)

- Agreed-upon credentials that are accepted as awards and recognitions of a student's demonstrated level of proficiency

- State assessments of student learning and outcomes

- Assessments that are aligned to state standards and inform teaching and learning

- Integrated data systems that allow for transfer of student records including learning and achievement (profile of proficiency) across systems and institutions

- A coherent PreK-16 system, with a unified vision, common language, clear agreements, up-to-date policies, and well-engineered structures

The above eight components are the work plan for the Unified Educational Enterprise for the next several years. Current work is under way on all eight of the components. Requests of all the system stakeholders and legislators for investments will guide the speed of implementation of these key elements.

Joint Boards Vision and Performance Measures

Mission: The Education Enterprise works to ensure that Oregonians possess the knowledge and skills necessary to succeed in learning, work and citizenship in Oregon and the global economy.

Theme: Opportunity for All Oregonians through Education and Training

Potential Enterprise target: By 2025, 40% of Oregonians with Professional Certifications/AA degrees and an additional 40% of Oregonians with BA/BS degrees or higher

A. Enterprise High Level Goals

1. Learners succeed in their current education environment
2. Learners are well prepared for transition steps to educational advancement, employment, and citizenship
3. Education Enterprise services further benefit Oregon's economy and communities
4. Quality education is available and affordable
5. Oregon workers have the training and education they need to raise their skills and to help Oregon businesses remain competitive in a global economy

B. Enterprise High Level Measures

In development

C. Enterprise Strategies

In development with the budget group

Joint Boards Proposed Budget Principles

Representation:

The education agencies' budget requests have been presented to a Joint Boards Budget Work Group comprised of members from the State Board of Higher Education, the State Board of Education, the Oregon Student Assistance Commission and the Oregon Workforce Investment Board.

Budget Review:

The work group reviewed the policy packages in four categories:

> Sector Stabilization ($74 million)
> Cross-Sector Program Proposals ($168 million)
> Cross-Sector Systems Infrastructure ($19 million)
> Sector-Specific Proposals ($699 million)

Presentations were given that illustrate the current budget methodology centered around the development of an essential budget level for each sector, a process that gives widely differing gains to different education programs depending upon whether the programs are state administered or a purchased service. The Governor's new method will assure funding predictability and stability across the Education Enterprise with gains in the Education Stability Fund and the Education Innovation Fund. Reviewing the budgets from both methodologies helped the work group to understand each sector's complexity and challenges. The work group focused on proposals that met student needs and show a return on investment by removing barriers to access and progress throughout the education system. The 2007-09 budget will be crafted to link current investments with current and future outcomes. These outcomes will be tracked over time to assure performance and expected returns.

Yield Model and Student Expenditure Monitoring and Projection Tools:

A model was presented to the group that used existing student population and completion data to forecast future graduate yield rates. This tool will be refined and used in future decisions to identify key transitions and policies needed to achieve the targeted outcomes.

Expenditure data broken out by student population and broad program category within each education agency was also studied by the work group to begin development of stronger cross-sector understanding of resource usage patterns. This tool will be expanded in the next year to give greater detail and to allow its use in expenditure/outcome projections.

APPENDIX A: 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 AA/OT 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 B: Advanced Placement Credit Awards

Advanced Placement credit awards at all Oregon community college and Oregon University System Institutions.
Pending final approval and adoption through formal processes
Complete implementation expected fall 2007

	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	8
		4+	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

APPENDIX C: Draft General Education Outcomes and Criteria

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

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.

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.

APPENDIX C: Draft General Education Outcomes and Criteria

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 taking General Education Arts and Letters courses, a student should be able to:
- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- 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:
5a) Foster creative individual expression with analysis, synthesis, and critical evaluation, or
5b) Compare/contrast attitudes and values of specific eras or world cultures, or
5c) Introduce and apply established ethical traditions as a tool for resolving ethical dilemmas.

APPENDIX C: Draft General Education Outcomes and Criteria

Social Science

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 Social Sciences General course should:
1) 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.
2) Provide an understanding of the structures and processes of social institutions and individual behavior as part of social interaction.
3) Provide perspectives on the evolution of theories and concepts utilized in the discipline.
4) Present basic methods of inquiry in the discipline, including limitations and understanding of the distinction between normative and empirical analysis.
5) Provide information literacy in the discipline (the ability to critically analyze, synthesize and evaluate various forms of information).
6) Provide understanding of the diversity of human experience and thought, individually and collectively.
7) Provide 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.)

Identified Cross-Sector Priority Policy Packages

Based on high need and high impact for the Education Enterprise.

1. Alignment	
1a. Technology/Data System Alignment	
ODE # 118	KIDS III
CCWD #107	OFAX
CCWD #109	Data Remake
OUS #25	IDTS
OUS #13	ATLAS Phase II
OUS #14	PK-20 Education Information System
1b. Curriculum Alignment	
ODE #220	Academic Core
ODE #453	New Diploma Requirements
OUS #10	General Education
~~OUS #12~~	~~OTM/AAOT*~~
~~OUS #23~~	~~Alignment of Systems*~~

2. Capacity and Access	
2a. Capacity through Virtual Learning	
ODE # 313	Virtual School District
CCWD #111	Virtual Learning Coordination
OUS	Virtual University Center
2b. Access through Student Success	
OSAC	ASPIRE
OUS #19	Advising – first generation students
OUS #22	Center for Student Success
OUS #18	Retention (Early Access and Success)
2c. Capacity through Career Pathways	
	2c1. Teacher Education:
ODE #358	▪ *Teacher Prep and Admin Quality*
OUS #11	▪ *Math/Science Bilingual Education*
OUS #15	▪ *Pre-Engineering & Applied Science*
OUS #21	▪ *Bilingual Teacher Pathways*
OUS #24	▪ *Education Pathways for Teachers*
CCWD #108	2c2. Healthcare Workforce Initiative
OUS #2	Healthcare Workforce Initiative
OUS #15	2c3. Pre-engineering & Applied Science

OTM/AAOT and Alignment of Systems packages combined with OUS package #10, General Education.