



Senate Bill 342

Improving Student Transitions Among Education Sectors

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

The Unified Education Enterprise (UEE) Working Group of the Joint Boards coordinated the response to the bill's charge, working with system leadership. Below are specific responses to the bill's charge, the leadership for each response, and the progress that has been made to date.

A Progress Report on the accomplishments of SB342 was distributed to the Legislative Emergency Board at its December 2006 meeting. The full progress report is available by request: 503-373-7490.



Associate of Arts Transfer Degree (AAOT) Revision

System leaders responded to the bill by re-examining the purpose and structure of the Associate of Arts/Oregon Transfer (AA/OT) degree offered by Oregon community colleges, with the goal of maximizing its effectiveness for students. 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), implemented in fall 2005. JBAC is holding campus conversations at all community college and OUS campuses to review the intent of the AA/OT degree to determine current use, and to solicit faculty recommendations for change. These recommendations will lead to proposals or changes for consideration by the boards or legislature by 2009.

Pathways

System leaders determined a need to clarify appropriate career pathways in areas where Oregon's need is high: Teacher Preparation, Engineering, and Healthcare. The State Board of Higher Education's *Excellence in Delivery and Productivity (EDP) Working Group* sought input from others, and, as a result, Apprenticeship pathways were added to the SB 342 work. An existing statewide career pathways steering committee was actively engaged in this work, and was asked to continue. Groups in all four 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

It was determined that the state needed to develop a common understanding of the desired outcomes of General Education, and of the criteria for effective courses within this curriculum. Widely regarded as the most challenging of the items in SB342, this was also viewed as having the potential for the greatest positive impact on all aspects of statewide transfer for students. JBAC accepted the charge to work with faculty statewide to arrive at the desired understanding of "Gen Ed" outcomes. Community college and university faculty in cross-sector disciplinary groups have drafted outcomes and criteria in each of the six areas that make up General Education within the AA/OT degree; these are being

discussed by the full faculty on each OUS and community college campus, and JBAC is collecting suggestions for revisions to the draft outcomes and criteria.

Articulated Transfer Linked Audit System (ATLAS)

ATLAS is an innovative web-based system designed for more effective transfer of credits among community college and OUS institutions. There was strong support in all sectors for a statewide linkage of campus-based Degree Audit systems that would make course transfer information both accessible and understandable to students contemplating transfer from one institution to another. It was clear, however, that full implementation of ATLAS would require more funding than was available. Therefore, campuses were asked to focus 2005-2007 efforts on preparing for ATLAS by refining or establishing their local Degree Audit systems. 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. The OUS Chancellor's Office funded the set up of the ATLAS infrastructure and programming of priority degrees in early 2006. The first phase of ATLAS implementation (at OUS institutions) is expected to be complete in 2007. New funding will be required for statewide implementation.

Transfer of 100/200 Level Courses

There was agreement that several existing initiatives, including the Oregon Transfer Module (OTM) and degree partnership/ dual enrollment programs, address the need for better transfer of 100/200 level courses. Progress on these initiatives prompted a "stay the course" philosophy in order to maintain momentum. JBAC is facilitating OTM implementation and has agreed to assist if unanticipated problems in transferring 100/200-level courses are encountered. The OTM is now offered by all 24 public colleges and universities in Oregon, and the coursework that counts toward it 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 component of the bill. On average, community college transfers who earn an OUS degree enter with 90 of the minimum 180 credits required for graduation.

Advanced Placement

The need for standardization of the amount of credit awarded for particular scores on Advanced Placement (AP) exams was widely acknowledged, and a plan for consulting with campuses to reach agreement was adopted. 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. Consensus on the AP score/credit relationships for each of the 33 AP exams was reached at all community colleges and OUS institutions. Statewide implementation of the new standardized system for awarding AP credit will begin in fall 2007.

Expand Early College Programs

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. The bill creates new opportunities for 11th and 12th graders who intend to pursue some form of postsecondary education. Priority in funding is given to academically able students who are at-risk for socio-economic reasons or who have left school pre-maturely. 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. The rules for offering new early college programs in all districts have been created and implementation is underway. Total number of registrations for fall 2006 is 1,808 students.



Oregon University System