



# MEETING MINUTES

## Unified Educational Enterprise September 8, 2008 251-A/B Public Service Building, Salem, OR

**Chair:** Jerry Berger, Member, State Board of Education

**Recorder:** Jan McComb, Board Administrator, State Board of Education

### **Members Present:**

Jerry Berger	Member, State Board of Education	Dalton-Miller Jones	Member, State Board of Higher Education
James Sager	Governor's Office, Education Advisor	Tony Van Vliet	Member, State Board of Higher Education
Preston Pulliams	Member, State Board of Higher Education		
Nikki Squire	Member, State Board of Education		

### **Other Attendees:**

Pat Burk	ODE, Chief Policy Officer	Salam Noor	ODE, Asst. Superintendent, ODE
Connie Green	CCWD, Special Projects	Ed Dennis	ODE, Deputy Superintendent
James Sager	Governor's Office Policy Advisor	Jan McComb	ODE, Board Administrator
Larry Cheyne	CCWD, Education Specialist		
Sally Hudson	PSU, LINKS Program Director		

### **Common Acronyms:**

<b>AA/OT</b>	Associate of Arts Oregon Transfer	<b>PK-20</b>	Preschool through advanced degree
<b>ATLAS</b>	Articulated Transfer and Linked Audit System	<b>ODE</b>	Oregon Department of Education
<b>EDP</b>	Excellence in Delivery and Productivity	<b>OSA</b>	Oregon Student Association
<b>CC</b>	Community College	<b>OSBHE</b>	Oregon State Board of Higher Education
<b>CCWD</b>	Community College and Workforce Development	<b>OTM</b>	Oregon Transfer Module
<b>CIA</b>	Council of Instructional Administrators (Comm. College)	<b>OUS</b>	Oregon University System
<b>CSSA</b>	Council of Student Services Administrators	<b>POP</b>	Policy Option Package
<b>IDTS</b>	Integrated Data Transfer System	<b>SB</b>	Senate Bill
<b>IFS</b>	Interinstitutional Faculty Senate	<b>SBE</b>	State Board of Education
<b>JBAC</b>	Joint Boards Articulation Commission	<b>UEE</b>	Unified Educational Enterprise
<b>K-12</b>	Kindergarten through 12 <sup>th</sup> grade		

### **WELCOME AND INTRODUCTIONS**

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Jerry Berger, Chair of UEE Committee, called the meeting to order at 1:10 p.m. He welcomed committee members and guests, and asked for introductions. He then asked board members to update their respective boards on the UEE work. Van Vliet reminded the work group that UEE forwards all of its work for approval by the Joint Boards.

### **APPROVE APRIL MINUTES**

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**MOTION:** Van Vliet moved to adopt the April 2008 minutes. Sager seconded the motion.

**VOTE:** The motion passed unanimously; excused Miller-Jones.

**MOTION:** Van Vliet moved that Berger continue as chair; motion was seconded by Pulliams.

**VOTE:** The motion passed unanimously.

**WORK PLAN FOR 2008-09/ ESSENTIAL SKILLS ALIGNMENT WORK PLAN**

Connie Green, CCWD

Salam Noor, ODE

Green drew the members' attention to the document entitled "Alignment of the Education Enterprise." She noted that staff had been asked to have stakeholders weigh in on the issues in the strategic plan for 2008-2011. Two key issues for the 2008-09 work:

- Alignment of Curricular Content and Academic Expectations
- Understanding of educational opportunities through improved communication

The Oregon Web Portal was one strategy; that is a proposed Policy Option Package. This details how students would get the information about all education opportunities in Oregon, individual campuses, and financial aid. Other states were examined and, at its April meeting, the UEE supported this concept.

Under the alignment of content, four activities were associated with diploma implementation:

1. Align the levels of proficiency in four Essential Skills (reading, writing, applying mathematics, speaking) and the means for determining them, with postsecondary expectations.
2. Create a cross walk of equivalent proficiency metrics for skills that can be assessed by multiple methods.
3. Analyze current measures of Essential Skills proficiency by comparing past 10<sup>th</sup> grade OAKS scores in writing and mathematics with subsequent college/university performance in closely-related course work.
4. Promote thoughtful consideration of the Essential Skills by both high school teachers and postsecondary faculty. Continue the fruitful communication that was initiated by the Essential Skills Task Force.

There were also four additional activities, aside from diploma implementation:

- Establish consistent International Baccalaureate score/credit relationships at all 24 community colleges and OUS institutions.
- Ensure the effectiveness of dual credit programs by adopting statewide standards that emphasize strong interactions between the instructors of dual credit courses and their university counterparts; regular comprehensive analysis of dual credit students' subsequent academic performance; communication of effective practices
- Complete and apply the statewide critical for freely transferable General Education courses. Ask cross-sector faculty groups to use the new criteria to determine the status of courses that are now only partially transferable.
- Explore the possibility of creating statewide pathways in targeted areas. Supplementing the current pattern of individual campus Pathway programs has the potential to create offerings that exceed an individual institution's capacity. An example is creating "sustainable energy" first year programs at many community colleges and allowing these programs to count toward an AS degree program at one or two community colleges.

*Discussion:*

- The Oregon Web Portal will require additional funding—equipment, staffing, and maintenance. Funding will depend on what the elements of the project as it evolves. It also requires an investment.
- The non-traditional path of earning high school credit via Essential Skills, and how to coordinate that process with the requirements of community colleges and OUS. Staff and stakeholders are in the process of identifying proficiency levels, how those can be demonstrated, and whether the postsecondary system will accept those demonstrations and proficiency levels. The goal is a coherent system that is agreed upon by all segments of the education enterprise.

- Students can currently challenge a course in the higher education system, if they feel they have already mastered the material.
- Whether funding is needed for alignment, and which segments need the additional funding. Green noted that different segments were using different funds for different activities, during different time periods. Noor stated that diploma POP could be used for this work, as well. We need better coordination for staff connections and development.
- Whether taking a course necessarily translates into the desired skill level and how is this used.
- Is there a conflict between using 10<sup>th</sup> grade standards and desired college-level entry skills?
- What do students get from the post-secondary colleges for meeting the higher standards?
- The goal is to unify the career paths, so students get the coursework they need and that the most used career paths might be the same at all Oregon colleges.
- We can expand access to students when community colleges can have the same programs/courses. There are expectations among students and parents that community colleges coordinate their programs.
- Counseling in high schools, community colleges, and the universities is critical to student access and success.
- A goal of UEE is to create a more unified, coordinated system. There are many programs, and many staff involved.
- The lack of entry-level math (or other) requirements among community colleges and universities; the variation between engineering and liberal arts majors creates disconnects
- The need to define “college ready” in order to identify the right standards for students that will connect with Essential Skills
- The conflict between using a 10<sup>th</sup> grade measurement for both NCLB and college-readiness. That the 10<sup>th</sup> grade assessment should be viewed as a *high school* test and the question is whether that is the correct level for college readiness—that is the current work. Is an OAKS cut score sufficient for Portland State University and Portland Community College?
- Course equivalent competencies and the difficulties inherent with identifying those.
- Review whether the same assessment could be used for NCLB, high school exit, and college entry.
- The importance of writing for college success needs to be communicated.
- Prioritizing the 2009-2011 plan components, given the budget shortfall; the importance of aligning the data records, and whose primary responsibility that is. Is it the Joint Boards’?
- What is the role of UEE members in setting budget priorities?
- The competition among state agencies and programs for funding is great.
- The importance of alignment; the need to consider prior investments and completing that work prior to dis-investing in it so money is used effectively.
- There are process differences between community colleges and the universities that complicate alignment, such as asking for high school transcripts—which community colleges do not. Thus when you go to “track” success you do not have the same “information.”
- The student Plan and Profile is disconnected from the institution; it belongs to the student. The college transcript—which may contain courses from different colleges—should perhaps be owned by the student—a universal transcript, except there is no place to keep such a transcript.
- The challenges of having a shared database of student records; characteristics of ATLAS.
- Whether students are getting the message of how important post-secondary learning is.

Next Steps: Green will re-write the 2009-2011 Draft Strategic Plan Components based on today’s conversations and circulate that before the October meeting/conference call.

## **DUAL CREDIT STANDARDS AND WORK PLAN**

Connie Green, CCWD

Berger reviewed the work to date. Green noted that UEE members directed staff to look at national standards. In discussion with the field, many of the standards were accepted and seen as very positive but one are-program evaluation – should be done by the state vs. individual college. The dual credit task force and the stakeholders are recommending state standards. The Dual Credit Task Force recommends that the Joint Boards adopt state standards over five years. The task force also recommends:

- Strengthening faculty connections among high school teachers and college faculty;
- Adopting systematic application and regular review processes for dual credit programs on a program level; and
- Enhancing public understanding of dual credit programs.

Green then drew the group's attention to the proposed timeline for implementation of standards for dual credit programs and the proposed standards for dual credit programs.

MOTION: Miller-Jones moved adoption of the recommendations; the motion was seconded by Van Vliet.

### *Discussion:*

- The importance of college faculty collaborating with high school teachers and expanding dual credit to more schools.
- The recent progress and expansion of dual credit programs.
- The cost in time and money of aligning the programs.
- Identifying and communicating requirements for K-12 teacher qualifications to teach in a community college or university.
- The importance of keeping teachers and faculty connected and communicating on this topic.
- Encouraging teachers to attend meetings with college faculty through the awarding of professional development credit.
- Whether schools can do this within existing budgets.

VOTE: The motion passed unanimously.

Next steps: Staff will provide this recommendation to Provosts and CIA for one last review. In January UEE will finalize and recommend to Joint Boards.

## **CCWD AND OUS STUDENT SUCCESS PLANS**

Camille Preus, Commissioner, CCWD

Dalton Miller-Jones, OUS

Miller-Jones stated that Preus had shared the plan with him, and found a great deal of alignment with the plan. Pulliams also voiced support of the plan. Miller-Jones stated that the two sectors would need to work together.

Preus distributed a handout "*Moving the Education Enterprise Forward for Student Success.*" Community colleges serve a variety of students with different goals and need a variety of ways to track their success. A key element missing for community colleges is data regarding the student education goal upon entrance and what credential/skills the students attained upon leaving the community.

*Discussion:*

- Should the Joint Boards direct staff to coordinate and identify common elements of student success between community colleges and OUS?
- One point of divergence is the focus on workforce development; OUS has not been looking at the workforce needs of the state in the same way as CCWD.
- The two sectors can share effective practices—such as GEAR UP/TRIO —between sectors and identify gaps in academic preparation.
- The need to know who community colleges were serving and how well community colleges were serving students prior to expanding programs. Need to identify a baseline.
- Who is responsible for student learning? The institutions?
- Why students drop out of college.
- How we talk about things is important, in terms of framing the issues for the public.
- Efforts to make college attendance affordable; whether UEE should monitor impact of tuition increases.

Next steps: Scheduling the October conference call.

***MEETING SCHEDULE FOR 2008-09***

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Connie Green, CCWD

Berger asked staff to identify dates and send potential dates to UEE members within the next two weeks. Chair Berger adjourned the meeting at 4 p.m.