MEETING MINUTES

Unified Educational Enterprise
November 23, 2009
251-B Public Service Bldg., Salem, OR

Members Present:
Jerry Berger, Chair  Member, State Board of Education  Tony Van Vliet  Member, Board of Higher Education
Leslie Shepherd  Member, State Board of Education
Preston Pulliams  Member, Board of Higher Education
Dalton-Miller Jones  Member, State Board of Higher Education

Members Excused:
Nikki Squire  Member, State Board of Education

Other Attendees:
Connie Green  CCWD, Policy Advisor
Michelle Hooper  ODE, Systems Management & Coord.
Karen Sprague  OUS, VP, Undergraduate Studies
Joe Holliday  OUS, Chancellor’s Office
Jan McComb  SBE Administrator
Doug Kosty  Asst. Superintendent, Assessment, ODE
Colleen Mileham  Asst. Superintendent, EII, ODE
Krissa Caldwell  Deputy Com. Colleges Commissioner
Jonathan Jacobs  OUS
Lisa Mentz  OUS
Larry Galizio  OUS

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

WELCOME AND INTRODUCTIONS

Jerry Berger, Chair of UEE Committee, called the meeting to order at 2:00 pm. Present were Berger, Miller-Jones (by phone), Shepherd (by phone), and Van Vliet (by phone). Excused was Squire. Delayed was Pulliams (2:50). Miller-Jones left the meeting at 4:15 pm. Berger welcomed committee members and guests. Berger asked members and participants to introduce themselves.

Berger thanked everyone for the past work and for agreeing to serve again; much had been accomplished. He observed that the agenda was packed.

ELECTION OF CHAIR

Berger noted that the committee needed to elect a chair.

MOTION: Miller-Jones moved to re-elect Jerry Berger as chair. Van Vliet seconded the motion.

VOTE: The motion passed 4-0. Excused were Squire and Pulliams.

Miller-Jones thanked Berger for his leadership.
MOTION: Van Vliet moved to adopt the minutes. Miller-Jones seconded the motion.

VOTE: The motion passed 4-0; Pulliams and Squire excused.

INTERNATIONAL BACCALAUREATE RECOMMENDATIONS
Bob Turner, Oregon University System

Turner stated that the printed materials provided background information on the topic and contained recommendation. The recommendations are as follows:

**IB Certificates:**
1. Postsecondary credit will be awarded for scores of 5, 6, 7 on either Standard Level or High Level IB exams. (pg. 3)
2. The number of postsecondary credits awarded will be those in the appended table.
3. Credit for the indicated IB certificates will be awarded in the subject area on the appended table or, when appropriate, as general elective credit. The specific course for which credit is awarded is left to the discretion of the most appropriate awarding department at each post-secondary institution.

**IB Diploma**
1. A student must earn an IB Diploma score of 30 or above to receive additional IB Diploma credits.
2. Each IB Certificate within an IB diploma will be awarded credits as described in 1a, 1b, 1c above; therefore, no credits will be awarded for any certificate within an IB Diploma for which the student does not earn a score of 5 or above on either a Standard Level or a High Level exam.

**Temporary IB Diploma Policy (represents non-consensus):**
1. A student may receive up to 45 credits for an IB diploma; specific additional credits will be determined and assigned by the awarding institution when the sum credits in 1a, 1b, and 1c above total is less than 45 credits.
2. This policy will be reevaluated by UEE staff during the 2013-14 academic year
3. To provide the data necessary to reevaluate this component of the IB policy, each OUS institution will gather the following data during the 2010-11 through 2012-13 academic years for each IB student accepted by the institution:
   a. Scores on each certificate exam
   b. Number of credits and the specific course(s) for which credits were awarded according to the appended table
   c. Grades in any courses for which the course awarded IB credits is a prerequisite
   d. Grade on the TOK essay
   e. Number of credits, the courses for which credits were awarded and the method for deciding the number of credits to award, beyond the credits awarded according to the appended table.

**Unresolved Issues:**
- Fewer than one-third of postsecondary institutions award 45 quarter credits for an IB diploma
- A uniform method in which to award credits in excess of those awarded for IB certificates.
- The number of graduates who will decide to attend Oregon postsecondary institutions because of the number of postsecondary credits awarded for an IB diploma
• The absence of an IB program in well over half of Oregon high schools.

Discussion:
• Whether all high schools offer IB programs (no).
• Whether the feds would punish Oregon schools if not all offered schools an IB program (no).
• Resources needed to begin an IB program.
• Why community colleges aren’t listed (OUS is more divergent and will lead this area; most IB students don’t attend community colleges).
• Equity concerns, and whether more high schools can offer IB programs/other accelerated programs.
• How to best communicate college credit awards to high school IB students, high school counselors

MOTION: Van Vliet moved to adopt the recommendations. Shepherd seconded the motion.

VOTE: The motion passed 4-0; Squire, Pulliams excused.

**GENERAL EDUCATION OUTCOMES UPDATE**
Bob Turner, Oregon University System
Joe Holliday, Oregon University System
Karen Sprague, Oregon University System

Sprague noted that the outcomes are the work of 72 faculty members in state public and private universities and community colleges. Outcomes and criteria have been developed in the areas of writing, speech, mathematics, arts and letters, social science, and science or computer science (see meeting materials).

Discussion:
• The process used in developing the outcomes and criteria

MOTION: Van Vliet moved to adopt the recommendations. Shepherd seconded the motion.

VOTE: The motion passed 4-0; Squire, Pulliams excused.

**ASSOCIATE OF ARTS OREGON TRANSFER UPDATE**
Connie Green, Community Colleges & Workforce Development Dept.
Bob Turner, Oregon University System

Green noted that the Joint Boards approved the AAOT, and that the transferability of the degree had been refined. She reviewed the Associate of Arts Oregon Transfer Degree guidelines.

Guidelines:
1. A student must complete a total of 90 quarter credits
2. All courses should be aligned with student’s intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses.
3. All foundational requirements and Discipline Studies courses must be a minimum of 3 credits, except for Health/Wellness/Fitness courses, which may be any number of credits. All elective courses may be any number of credits.
4. All courses must be passed with a grade of C or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT is awarded.

Foundational Requirements:
1. Writing: Students must take WR 121, 122, and 123 or 227 (3 credits); students taking 4-credit classes must take WR 121 and 122 or 227. A student must have 8 credits of Writing.
2. Oral Communication: one course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.
3. Mathematics: one course in college-level mathematics, for which Intermediate Algebra is a prerequisite.
4. Health/Wellness/Fitness: one or more courses totaling at least three credits.

Electives:
Any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable.

MOTION: Miller Jones moved to adopt the recommendations. Van Vliet seconded the motion.

VOTE: The motion passed 4-0; Squire, Pulliams excused.

Discussion:
- Need to standardize the wording on websites

**APPLIED BACCALAUREATE UPDATE**
Connie Green, Community Colleges & Workforce Development Dept.

Green reviewed the process used in discussing this assignment from the 2009 Legislature. Information was shared at the meeting. They identified gaps; many similar programs already exist. OUS and CCWD staff held a large meeting November 13th that included a national expert on the topic, and staff has begun researching the topic. The Employment Dept. provided staff the top occupations, now and anticipated. Colleges responded to a survey. At the meeting they discussed how an applied baccalaureate would add value to the state system.

Discussion:
- How well aligned courses are now.
- Deadline for report.
- Value of legislators of seeing who has worked on the report.
- Whether OUS was resisting the concept of an applied baccalaureate.
- Whether community colleges would be offering four-year degrees. Whether any were any interested in doing this.
- Workforce pipeline needs.
- Communicating to all OUS campuses (provosts involved).
- What constitutes a BA degree and how long it would take under the current system.
- Impact of semester or tri-semester system, if adopted.
- Potential increase of student access.
- Whether four-year universities would accept an Applied Baccalaureate degree.
**RURAL ACCESS UPDATE**
Larry Galizio, Oregon University System

Galizio reviewed the legislative assignment to investigate whether rural areas had access to postsecondary education (SB 442) and student success once enrolled in college. At Eastern Oregon University, he talked to students; Corvallis is viewed by rural students as a big city. The report is due Oct. 1, 2010. Seventeen community colleges responded to survey questions. There is a table that reflects what OUS is doing to recruit and retain rural students. There is a “Rural Student Success Work Group,” and that may prove to be the most fruitful. At the first meeting, they talked about reaching down to the middle and high school students. They are in the gathering information phase, but if they need statutory changes, they need those by February at the latest. There may be some Policy Option Packages suggested—it might be a matter of scaling up the good work that is being done now. High school and middle school counselors can play a very important role.

Discussion:
- The possibility of rural students taking courses online and gaining access to higher level courses.
- The preference of hybrid courses: a mix of online and physical class settings.
- Whether community economies, development, will be considered.
- What Washington State does.
- That even “urban” schools draw rural students.

**SEMESTER STUDY**
Larry Galizio, Oregon University System

Galizio reviewed the work done to date on the legislative assignment to look into changing from a quarter system to a semester system. The legislature thought semesters might be better pedagogically as well as cheaper. Those questions have not yet been answered. They are looking at forming a steering committee made up of people who would have to implement a conversion to surface issues and costs. He reviewed the chronology of what had happened in the 1980s—the State Board of Higher Education board decided to change to the semester system, but the legislature and industry (who needed seasonal workers) resisted. Included in the research are pros and cons of moving to a semester system. They are also discussion whether the focus should be on outcomes rather than “seat time.”

Discussion:
- Faculty members prefer what they experienced as students.
- 90% of public universities are on the semester system in the US, and 82% of community colleges.
- More western states have the quarter system.
- Lack of empirical data on costs of each system.
- A compromise of adopting a trimester system (summer session).
- Community colleges also resisted the move to semesters in the 1980s.
- The challenges of conversion.

**DUAL CREDIT STANDARDS**
Connie Green, Community Colleges & Workforce Development Dept.
Green reviewed the draft standards. It is due this spring. 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 and other alignment efforts. It lays out how a program would be approved as a dual credit class. It would be at the national standard level. The Joint Boards will need to ultimately approve this, for next fall.

Discussion:
- Certifying more teachers to teach dual credit courses; community colleges have set requirements. If community colleges relax their teacher requirements (in statute/rule), then OUS would need to accept those courses without question.

**DUAL CREDIT STUDY**

Connie Green, Community Colleges & Workforce Development Dept.
Jonathan Jacobs, Oregon University System

Green presented a plan to examine dual credit courses and students’ subsequent academic performance. This is to follow up and confirm conclusions from an initial study on this subject. Staff will collect 2007-08 data on dual credit courses and post-high school performance. The plan is limited to students taking dual credit as a senior in 2007-08 and continues at an Oregon public postsecondary institution in 2008-09. We know we can do the study the same, and now we need to get the information back to the universities and how to communicate that.

Discussion:
- Chancellor discussed doing a pilot study at the legislature last week.
- Support of committee of the work.

Miller-Jones left the meeting at 4:15 pm.

**DATA SCOPING & TECHNICAL CONNECTIONS**

Joe Holliday, Oregon University System
Doug Kosty, Oregon Dept. of Education

Holliday explained that stakeholders and experts convened a meeting in August 2009 to discuss the education sectors data system connections and disconnects and to begin answering questions on technical data elements, systems, and uses of data in an integrated education enterprise data system. They looked at the benefits of a longitudinal data warehouse and the technical differences. Oregon will apply for the Statewide Longitudinal Data System federal grant this fall to support development and implementation of Oregon’s PK-20 into the workforce system. He summarized their six recommendations (meeting materials).

Kosty described the Oregon Dept. of Education’s longitudinal data system. They will be able to connect teachers to student performance; it’s a complex data system. They are also considering creating a joint data system with OUS. They still need to figure what acceptable uses of the data. Now they can connect teachers with student performance, another question will be whether this data is then looped back to the teacher preparation institutions.

Discussion:
- The issues that connecting student performance with teachers may raise.
**ESSENTIAL SKILLS UPDATE**

Connie Green, Community Colleges & Workforce Development Dept.
Bob Turner, Oregon University System
Joe Holliday, Oregon University System
Karen Sprague, Oregon University System

Turner reviewed the meeting materials. The first item is for high school counselors to tell them there will be an OUS policy based on the new diploma. Students will be granted automatic admission to at least one OUS school who demonstrates proficiencies in the required subjects, graduates with a GPA above a specified level, and who meets any admission criteria specific to the OUS schools the student wishes to attend.

Discussion:
- How many incoming freshman the OUS can absorb/enroll.
- How this makes the state test important to students.

**RACE TO THE TOP**

Michelle Hooper, Director, Systems Management & Coordination, ODE
Colleen Mileham, Assistant Superintendent, Educational Improvement & Innovation ODE
Margie Lowe, Education Policy Analyst, Office of the Governor

Hooper reviewed the work done to date to apply for the federal Race to the Top grant. The application regulations were released last week. She described the grant amounts and requirements. It is due January 19, 2010, and grants will be awarded in April. There's a second phase, and those grants will be awarded in September 2010. There are four core areas in which the federal U.S. Department of Education is looking for reform. There’s new guidance that instructs the state to include past work and how to scale up work. Various work groups met on each of the core areas; those recommendations have been forwarded to a “design” team. The work groups have good PK-20 representation. The actual grant is being written now.

Discussion:
- The second round will offer second opportunity.
- Priority given to STEM initiatives.

Green stated that the Joint Boards will meet January 7, 2010, and then reviewed the proposed agenda.

Berger thanked members and staff and adjourned the meeting at 5:15 pm.