



Joint Boards Articulation Commission

Project Name: 2010-2011 Commission Work Plan -Adopted 12/15/10

Prepared By:

Document Owner(s)	Project/Organization Role
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Work Plan Version Control

Version	Date	Author	Change Description
1.0	10/13/10	Larry Cheyne	Document created
1.1	12/15/10	Larry Cheyne	<ul style="list-style-type: none">• Updated language for ASOT work• Updated language for Applied Baccalaureate work

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1 JOINT BOARDS ARTICULATION COMMISSION (JBAC)

The Joint Boards Articulation Commission is a policy and action-oriented group, established in 1992 by the Oregon Board of Education and the Oregon Board of Higher Education, to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible.

The commission's charge:

- Advising the Joint Boards on intersector policy issues regarding: student access and transfer; course and program articulation; and implications of data pertaining to transfer students and the transfer function.
 - Monitoring the implementation of the Associate of Arts/Oregon Transfer Degree (AA/OT) and other transfer degrees (if and when adopted); and making recommendations for revisions to these degrees, when appropriate.
 - Monitoring policies and practices that affect, or have the potential to affect, the flow of students between the postsecondary sectors; and making reports and recommendations to the appropriate bodies that are responsible for these policies and practices.
 - Acting as a problem solving and referral forum for articulation and transfer-related issues.
 - Addressing other articulation- and transfer-related issues as assigned/delegated to them by the OUS Chancellor, CCWD Commissioner, or the Joint Boards of Education.
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2 JBAC WORK PLAN

2.1 Work Plan Details

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to the sustainability of Senate Bill 342 initiatives:

- Review and oversee the revision of the Associate of Science Oregon Transfer-Business (ASOT-Bus) to reflect the commonly defined general education outcomes, and other changes needed to facilitate better transfer of lower division general education courses and subject specific courses.
- Review and suggest if there is potential for specific degree pathways / discipline-specific general guidelines for ASOT degrees based on lessons learned from ASOT-Business revision.
- Inform next steps for Applied Baccalaureate through researching current practices in Oregon.
- Review the International Baccalaureate (IB) and Advanced Placement (AP) update and alignment from practitioner perspective.

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to advocating and providing for continuing effective communication between the postsecondary sectors:

- Co-sponsor the Student Success and Retention Conference in February.
- Research and provide information to field on the National Articulation and Transfer Conference.

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to providing leadership for responses and directions to the National Common Core Standards and the SMARTER Balanced Consortium:

- JBAC will identify representatives to working groups (implementation team) and suggest peer teams for review and support. It is important to ensure that individuals having direct responsibility for student learning in the relevant disciplines, that is K-12 teachers and college and university faculty, play prominent roles in these teams.

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to K-16 approaches to curriculum development and course articulation:

- Work with Unified Education Enterprise (UEE) to encourage accelerated learning options in Oregon. Provide guidance for information gathering and for the purpose of informing stakeholders/practitioners.
- Research standards-based entrance and exit requirements (for instance the Oregon Assessment of Knowledge and Skills) in order to better inform policy discussions.

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to encouraging the standardization of data-sharing procedures between sectors:

- Work with UEE to fully implement data sharing activities between community colleges and universities in partnership with statewide longitudinal data sharing project.
- Suggest Articulated Transfer Linked Audit System improvements as needed.

In order to accomplish the commission's charge the following activities are planned for 2010-2011 in relation to accountability and communication.

- Maintain the JBAC website.
- JBAC members attend the annual student success and retention conference.
- Write and distribute the JBAC annual work plan and status report to UEE, the community college commissioner and chancellor of OUS and post to website.

2.2 Work Plan Matrix

JBAC 2010-2011 Work Plan		
Prepared By: Larry Cheyne	Date: 10/13/10	Reporting Period: 10/01/10 to 06/20/11
<p>Overall Status: The current JBAC work plan has been revised to focus on specific items to be addressed and accomplished during the academic year. Additional ongoing activities are available in Appendix A. The commission has discussed the first draft of this plan and will implement throughout the year.</p>		
<p>Summary: No overall summary available at this time. The work plan is new.</p>		

Milestone Deliverables Performance Reporting			
Milestone Deliverables	Due Date	Person Responsible	Deliverable Status
Senate Bill 342 Initiatives			
ASOT- Business Revision	06/30/11	Stephen S.	On Schedule
Applied Baccalaureate	06/30/11	Larry C., Joe H.	On Schedule
IB and AP Alignment	02/10/11	Larry C.	On Schedule
Intersector Communication			
Student Success and Retention Conference	02/03/11	Joe H.	On Schedule
National Transfer and Articulation Conference	12/15/11	Joe H., Larry C.	On Schedule
Common Core Standards			
Implementation Team	01/15/11	Michelle H.	On Schedule
K-16 Approaches			
Accelerated Learning Options	06/20/11	Larry C.	On Schedule
Entrance/Exit Requirements	06/30/11	Tony A., Michelle H.	On Schedule

Milestone Deliverables Performance Reporting			
Data Sharing			
Statewide Longitudinal Data Project	06/30/11	Joe H.	On Schedule
Articulated Transfer Audit System	06/30/11	Joe H.	On Schedule
Accountability and Communication			
JBAC Website	06/30/11	Larry C.	A little behind schedule
Student Success Conference Attendance	02/03/11	All	On Schedule
Work Plan and Report	06/30/11	Larry C.	On Schedule

Milestone Adjustments	
The commission may, at its discretion, modify any of the deliverables to account for new initiatives, changes in stakeholders, or other new information.	Changes to the plan, if warranted, will be adopted by the commission before implementation.

Related Information
<p>The following related information is available:</p> <ul style="list-style-type: none"> • JBAC Website – http://www.ous.edu/state_board/jbac/ • Associate of Arts Oregon Transfer Criteria – http://www.ous.edu/state_board/meeting/dockets/ddoc100107-AAOT.pdf http://www.ous.edu/state_board/meeting/dockets/ddoc100107-GenEd.pdf • Commission Members – http://www.ous.edu/state_board/jbac/JBAC%20contact%20list%20July%202010.pdf

3 WORK PLAN APPROVALS

Prepared by _____
JBAC Staff

Approved by _____
JBAC Chair

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4 APPENDICES

4.1 Ongoing Commission Activities

- Review transfer and articulation topics and issues as they emerge. The commission will consult/work with representatives from the constituent groups named and form workgroups/taskforces as needed.
 - Consult with external groups on issues with articulation and transfer implications (to include the Oregon English and Writing Advisory Committee, Statewide Business Chairs and University Deans, Oregon Council of Computer Chairs, Councils of Instructional Administrators and Student Services, Provosts, etc.).
 - Continue cross-sector faculty involvement in curricular design. Monitor the outcome-based framework for articulation and transfer that was established with a common understanding of the criteria for lower division general education curricula.
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