



## MEETING MINUTES

### Joint Boards Articulation Commission

#### September 8, 2006: Portland State University

**Members:** Karen Carter, *Columbia Gorge*; Agnes Hoffman, *PSU*; Dea Hoffman, *EOU*; Donna Koechig, *Lane*; Robert Mercer, *OUS*; Jill Rupert, *Chemeketa*; Maureen Sevigny, *OIT*; Karen Sprague, *UO*; Reine Thomas, *PCC*; Mark Wahlers, *Concordia*; Elaine Yandle-Roth, *CCWD*

**Guests:** Bob Kieran, *OUS*; Marilyn Kolodziejczyk, *CCWD*; Jonathan Jacobs, *OUS*; Julie Suchanek, *OCCA*

DISCUSSION ITEM	NEXT STEPS
<p><b>Membership:</b></p> <ul style="list-style-type: none"> <li>▪ Karen Carter, Columbia Gorge CC, agreed to another term</li> <li>▪ Paul Hill, Mt Hood CC, has replaced Ed Watson</li> <li>▪ Mark Wahlers, Concordia U, agreed to serve another term</li> <li>▪ Paul Hill will drop off the student transfer committee</li> </ul>	
<p><b>Advanced Placement</b> Working out final Computer Science issue with an OUS campus. <i>Process clarification:</i> We have to agree on the score and number of credits awarded but not the level of credit (which class). Future next step has to be this next level of alignment.</p>	<p><i>Robert Mercer will have final issue resolved in two weeks</i></p>
<p><b>Policy Packages</b></p> <p><b>TEACHER EDUCATION</b> Rolled into OUS base budget. Includes cluster of teacher education packages addressing preparing teachers and areas of teacher shortages (i.e. bilingual, math and science).</p> <p><b>GENERAL EDUCATION</b> Rolled into OUS base budget. This package received the highest priority from several committees. Package funds faculty conferences to talk about alignment, continuing work from earlier in the year. Includes travel reimbursements. Budget is itemized.</p> <p><b>ATLAS/DATA SYSTEM</b> Not rolled in the base (one-time cost). Four pronged technology piece, ATLAS, IDTS, OFAX, P-20 Data Sharing pilot.</p> <p>Currently DAS does not have a system set up for budget sharing between OUS and CCWD preventing joint budget items.</p>	
<p><b>OCCIR Data Request</b> CC institutional researchers would like OUS-CC data sharing of performance data at the course level. FERPA: OUS can only share data if it informs OUS educational programs.</p> <p><i>Solution:</i> OUS is working to create a research platform for this kind of research. No real data until 2009-11. Will tie back to high school performance as well. Need legislature approval.</p>	<p><i>Keep Marilyn K. informed of updates to the research platform.</i></p>

DISCUSSION ITEM	NEXT STEPS
<p><b>General Education/AAOT Campus Discussions</b></p> <p>Campus conversations will include</p> <ul style="list-style-type: none"> <li>▪ Discussion on drafts of general education outcomes and criteria</li> <li>▪ Addressing AAOT concerns, “The AAOT is a transfer tool, how do we make it a more effective transfer tool?”</li> <li>▪ JBAC will collect and filter feedback for continued discussions.</li> </ul> <p>AAOT update stages</p> <ol style="list-style-type: none"> <li>1. Align with OTM language</li> <li>2. Address possible changes (information literacy, receptive v. expressive communication).               <ul style="list-style-type: none"> <li>○ Is it assumed students will obtain certain knowledge?</li> <li>○ Can some things be integrated into outcomes and criteria?</li> </ul> </li> <li>3. Build in General Education outcomes and criteria.</li> </ol> <p>What is AAOT?</p> <ul style="list-style-type: none"> <li>▪ It is a tool to facilitate transfer.</li> <li>▪ Not the answer to seamless transfer; One of several options.</li> <li>▪ It is general education, what an educated person should know and be able to do.</li> <li>▪ It is the best COMMON general degree to give an educational base.</li> <li>▪ Best suited for liberal arts or undecided majors.</li> <li>▪ It is not suited for transfer into technical/science degree.</li> <li>▪ Need to acknowledge it will never be a degree that will be right for all students.</li> <li>▪ It is not a substitute for good advising.</li> </ul> <p>Concerns about current AAOT</p> <ul style="list-style-type: none"> <li>▪ A lot of students believe AAOT is a terminal degree.</li> <li>▪ Trying to meet standards on transfer might not be realistic; student decisions are individualized (career exploration).</li> <li>▪ We perpetuate perceptions of AAOT by saying “We don’t unwrap AAOT degree,” yet we pull it apart for degree programs.</li> <li>▪ If you don’t award AAOTs or BAs does not mean institution is not successful. There are other exit points</li> </ul> <p>Potential Needs:</p> <ul style="list-style-type: none"> <li>▪ Create task force for AAOT revision</li> <li>▪ Develop pathways such as ASOT-Business for specific programs</li> <li>▪ Hold focus groups/exit surveys: A way to measure, “did student get what they needed.”               <ul style="list-style-type: none"> <li>○ What do students see as the purpose of the AAOT?</li> <li>○ What do faculty/advisors see as the purpose of the AAOT?</li> </ul> </li> <li>▪ Create incentives to reward institutions for education product of students, AAOT or not.</li> <li>▪ Be upfront that we want the AAOT to be consistent across campuses.</li> </ul>	<p><i>Will hold campus discussions at all community colleges and OUS institutions with JBAC rep present.</i></p> <p><i>Karen and Robert will lead first discussions at Umpqua (9/19) and SWOCC (9/20)</i></p> <p><i>Jonathan and Robert will create master packet of information for campus discussion including:</i></p> <ul style="list-style-type: none"> <li>▪ <i>BG info/context</i></li> <li>▪ <i>Why AAOT needs revision</i></li> <li>▪ <i>Guiding questions for feedback</i></li> <li>▪ <i>Expected outcomes of work</i></li> </ul> <p><i>Elaine will try to get data on OTM recipients and continuation patterns.</i></p> <p><i>Robert will write an introduction explaining AAOT is not a one-size-fits-all degree.</i></p> <p><i>Agnes will write on the need to acknowledge CC success other than AAOT.</i></p> <p><i>Agnes will look into holding focus groups with PSU transfer matriculants and will try to partner with PCC.</i></p>