

TO: State Board of Education and State Board of Higher Education

**FR: The Unified Education Enterprise Committee of Joint Boards
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Update and Alignment Status May 2006

Over the past 11 months, the Unified Educational Enterprise (UEE) sub committee of the Joint Boards of Education has provided the oversight for Senate Bill (SB) 342 and other education systems alignment. In 2005 the legislature passed SB 342 which directly affects the systems alignment work. Process maps were developed and different cross functional groups (Joint Boards Articulation Commission (JBAC), Excellence in Delivery and Productivity (EDP) and Statewide Pathways) have provided the working groups to ensure that the Joint Boards meets the intent of SB342. SB 342 requires the Joint Boards to report on the progress in the 2007 legislative session. UEE has also developed a baseline of the current educational enterprise alignment and gaps. UEE is also creating a framework for alignment work. The educational enterprise is on track to accomplish much of what SB 342 requested, even without extra resources dedicated to this work. It is evident, however, that such resources are needed to complete the work.

STATUS SB 342:

1) Advanced Placement (AP) - Goal: *To have all 24 public colleges and universities award the same amount of academic credit for each credit-worthy score (typically, a score of 3, 4, or 5) on an AP exam.*

Representatives from the Oregon University System (OUS) and from Community Colleges and Workforce Development (CCWD) compiled current practice in 33 AP exam subjects at each of the 24 public colleges and universities in Oregon, as well as at universities in California and Washington. These data, combined with recommendations from the College Board, were used to propose a standard amount of credit to be awarded for each exam score. The 24 OUS and Community College campuses were asked to consider this proposal, revise it as needed, and come to agreement by 10/27/06. They have already achieved this goal. As of 5/30/06, statewide consensus on AP score/credit relationships for all 33 exams has been reached. Campuses must now work it through their curriculum approval process. All campuses will have it approved by the end of October 2006.

2) Pathways - Goal: *Identify pathways to careers in high demand areas, and articulate the required preparation throughout the state.*

A) Engineering – Through the efforts of Oregon Pre-engineering & Applied Sciences Initiative (OPAS) a work plan has been identified to align Middle School, High School, Community College, and University course work to better prepare students at all levels. This effort has a policy option package to continue the work.

B) Teacher Education – Several efforts aim to improve teacher preparation – particularly, through better alignment of core coursework. A group of 65 educators from private colleges, community colleges and OUS institutions is tackling alignment, and several policy option packages address this work. The group's meeting on May 15 at Corban College focused on the alignment of two key courses in teacher education curricula: Foundations of Education and the Initial Field Experience. Although these courses vary among Oregon institutions, the degree of similarity was striking and participants were optimistic about eventual consensus.

C) Health/Nursing –Through the efforts of the Governor’s office, the industry and all training providers, Oregon continues to move forward on creating capacity and addressing needs. Once again, there are policy option packages to address the issue identified.

D) Apprenticeship –Through the effort of labor and Community Colleges, there is the framework for statewide degrees and pathways.

3) Outcome-based General Education - Goal: *Develop an outcome-based framework for articulation and transfer of General Education coursework that is derived from a common understanding of the criteria for such courses.*

Because progress here underlies work on other SB342 items, this item was tackled aggressively by assembling faculty groups in each of the 6 General Education areas that make up the current transferable degree (AA/OT): Writing, Oral Communication, Mathematics, Arts and Letters, Social Science, and Science. The 12-member faculty groups, which include representatives from OUS institutions, community colleges, and private colleges and universities, met twice this academic year to draft statements of the outcomes we desire for students in each of the General Education areas, and to delineate general criteria for courses that are likely to be effective in those areas. The drafts are posted on the web for informal public scrutiny and comment: <http://www.ous.edu/aca/forums.html> on the JBAC website.

The drafts will be formally discussed at public meetings on each OUS and community college campus next fall, and will be amended according to all of the feedback, formal and informal, that is received. After broad agreement is reached, the descriptions of outcomes and course criteria can be adopted as the basis for making statewide decisions about course transferability. There is a policy option package to continue this work.

4) Transfer of 100/200 - Goal: *Identify the methods to be used to ensure a seamless transfer of credits for all level 100 and 200 general education courses.*

The development of the OTM (Oregon Transfer Module) will ease transfer at this level for all students, but particularly those who transfer before earning a transferable associate’s degree. OTM implementation is almost complete. As of 5/26/06, the coursework that counts toward the OTM was posted by 22 of the 24 public colleges and universities. The criteria for General Education courses (described above in point 3.) will also make a substantial contribution to seamlessness by providing the basis for statewide decisions on universal transferability. JBAC is providing the oversight if there is 100 or 200 level transfer issues.

5) ATLAS (Articulated Transfer and Linked Audit System) - Goal: *Implement ATLAS for all public post secondary institutions.*

OUS has taken the lead to have this implemented for the OUS system. The first investment was done by the SBHE. There is a policy option package to complete the work. Community colleges will first need to focus on automated degree audit systems at each of the campuses before they can use ATLAS. However, students who are transferring to an OUS institution can use ATLAS to compare and align the work

6) AAOT (Associate of Arts Oregon Transfer) Revision - Goal: *Align the AAOT with the OTM and align CC AAOT so that they accept each others.*

This effort will begin once the General Education outcomes and criteria for courses are in place.

7) Expand Early College programs - Goal: *Identify a statewide postsecondary program for acceleration.*

SB 300 provided one more path to accelerated learning. The DOE (Department of Education), CCWD and OUS plan to provide training and marketing on how to use the OTM as the framework to accelerate learning. High Schools can use AP, IB (International Baccalaureate), and College Credit in High schools to fulfill the OTM requirements.

Other alignment efforts:

- 1) **Align outcomes of secondary education with college entry.** A stakeholder group of secondary school, community college and universities met at Chemeketa Community College on May 3 to discuss alignment of secondary school proficiencies with college entrance and placement proficiencies in the 2 and 4 year institutions. This work will be ongoing and reported back to the State Board of Education and UEE in early fall.
 - 2) CCWD is leading an effort to identify placement testing issues and develop a proposal for solutions.
 - 3) JBAC will monitor the use of the OTM, and will compare the academic patterns of students who do, or do not, earn it. All colleges and universities have defined their OTM and they are on their websites.
 - 4) The SBE is intending to release new high school graduation requirements by late summer/early fall. Their work is committed to having students graduate with proficiencies that make them college- and work- ready.
 - 5) OUS~ODE Moderation Panels continue to meet annually to calibrate student work, align high school standards with college preparation standards, and produce support materials for classroom assessment practices. There may be a policy option package through OUS to use groups like these panels to respond to Joint Boards alignment recommendations.
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